Ministry of Education
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Classical Studies Resource List

Authorized by the
Minister of Education
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Intermediate and
Senior Divisions

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The following code indicates the level of each resource:
P – Primary Division
J – Junior Division
I – Intermediate Division
S – Senior Division
T – Teacher Reference

Classical Handbooks

Avery, C.B., ed. *The New Century Classical Handbook.* New York: Appleton Century-Crofts, 1962.

This useful reference book is no longer in print but may be found in some libraries. (I, S)

Hammond, N.G., and Scullard, H.H., eds. *The Oxford Classical Dictionary.* Oxford: The Clarendon Press, 1972.

This is a revised edition of the well-known dictionary formerly edited by Cary. Though it is scholarly in tone, many of the articles are within the grasp of secondary school students. (I, S)

Harvey, P., ed. *The Oxford Companion to Classical Literature.* Oxford: The Clarendon Press, 1937.

Accounts of authors and their works are presented in this useful reference book. It is especially valuable for the historical, social, political, and religious backgrounds of the literature. (I, S)

Radice, B., ed. *Who's Who in the Ancient World.* Harmondsworth, Middlesex: Penguin Books, 1973.

This biographical dictionary not only gives the historical or mythological data on each figure but succinctly notes his influence on Western art, literature, and music. (I, S)

Atlases

McEvedy, Colin. *The Penguin Atlas of Ancient History.* Harmondsworth, Middlesex: Penguin Books, 1967.

The geographical unit comprises Europe, the Mediterranean area, and the Near East. The historical sweep is from 50 000 BC to AD 362. A series of maps trace the movements of peoples, the evolution of culture, the rise and fall of states, and the development of literacy. Maps and commentary are on facing pages. (S, T)

Thomson, J.O. *Everyman's Classical Atlas.* London: J.M. Dent, 1961.

This atlas contains much useful information on ancient geography. The maps are good, but small. (I, S)

Van der Heyden, A.A.M., and Scullard, H.H. *Atlas of the Classical World.* London: Nelson, 1959.

This book has a fine series of drawings, maps, and photographs explained by a readable text. Though currently out of print, it may be found in some school libraries. (I, S)

Latin

Latin Syntax and Grammar

Greenough, J.V., et al. *Alen and Greenough's New Latin Grammar.* New York: Ginn, 1931.

This is probably the best-known, standard reference grammar. (I, S)

Wilson, W.M. *An Essential Latin Grammar.* London: Macmillan, 1968.

The clarity of this grammar would make it a good choice for student reference. The approach is traditional, although there is a useful stress on reading rather than writing Latin. (I, S)

Spoken Latin and Latin Verse

Allen, W.S. *Vox Latina: A Guide to the Pronunciation of Classical Latin.* Cambridge: Cambridge University Press, 1970.

This book presents a clear, authoritative discussion of the subject and should be of great assistance to all teachers. (T)

Hornsby, R.A. *Reading Latin Poetry.* Norman, Okla.: University of Oklahoma Press, 1967.

This book is highly recommended. It contains an excellent discussion of many aspects of Latin poetry. Its many examples are drawn from a wide variety of authors. (S, T)

Raven, D.S. *Latin Metre: An Introduction.* London: Faber & Faber, 1965.

This account of the subject goes beyond the needs of a high school student, but would be valuable for a teacher who wants to know something of the details of Latin metre. (T)

Introductory Latin Readers

Burnett, D.M. *From Troy to Rome.* London: G. Bell and Sons, 1969.

Cobban, J.M., and Colebourn, R. *Civis Romanus.* London: Methuen & Co., 1963.

The content is varied and interesting, with a good balance between the daily life of the Romans and the development of the Roman state. It would be useful in the first and second years. It is also available in a French-language edition. (I, S)

Croft, A.M. *Fabulae Antiquae.* London: G. Bell and Sons, 1968.

This reader presents mythology at a reasonable level of sophistication. Grammar is kept simple but the vocabulary range is wide. (I, S)

Gummere, John F.; Forbes, Margaret M.; and MacKendrick, Paul L. *Roman Stories: Latin Reader 1.* Glenview, Ill.: Scott, Foresman & Company, 1972.

This reader presents a wide variety of stories emphasizing all aspects of Roman life. These are enhanced by essays on Roman civilization and fascinating illustrations. The book concludes with a summary of grammar, Latin usage, and general vocabulary. (I, S)

_____. *More Roman Stories: Latin Reader 2.* Glenview, Ill.: Scott, Foresman & Company, 1972.

This reader is a continuation of the fundamental principles of basic Latin begun in *Latin Reader 1.* (I, S)

Harrison, J.A. *Latin Reading Course, Part One.* London: G. Bell and Sons, 1970.

This attractive text emphasizes the reading of Latin while retaining what is essentially a grammar-translation approach. Some of the materials were first used in *Latine Legamus,* listed below. (I, S)

Harrison, J.A., and Wilson, S.J. *Latine Legamus, Part One.* London: G. Bell and Sons, 1970.

This reader could be begun about midway through the first year of Latin. Its themes include the Trojan War, stories of early Rome, the Golden Fleece, the wars of Greece and Persia, Julius Caesar, and some aspects of Roman life.

_____. *Latine Legamus, Part Two.* London: G. Bell and Sons, 1970.

This reader continues the approach of Part One and prepares the student to read unsimplified Caesar. The readings are organized around the following themes: the legacy of Greece, Roman monuments, Alexander the Great, St. Paul's journey to Rome, and Caesar's invasion of Britain. (S)

Milne, J. Mathewson. *Easy Latin Readings.* London: George G. Harrap & Company, 1967.

This collection of stories from Rome's history has been written to produce a series of gradually increasing difficulty. The Latin is good but the content is mainly military. (I, S)

Ritchie, F. *Fabulae Faciles.* London: Longman, 1937.

Mythology is presented in a mature way, but there is a fairly heavy demand on the student's knowledge of grammar. The book would probably be most useful late in the second or early in the third year, but the subject matter might be less appealing at that stage than material available elsewhere. (I, S)

Robinson, C.E., and Hunter, P.G. *Roma.* Cambridge: Cambridge University Press, 1938.

A brief introduction to Latin authors and Roman history is presented through material adapted from Livy, Pliny, and Tacitus. The grammar becomes quite complicated at an early stage, and most of the book would be difficult before late in the second year. (S)

Spencer, J.G. *Scalae Primae.* London: G. Bell and Sons, 1900.

This useful reader presents a wide variety of material and would be suitable for both first and second years. The early stories are told through single sentences. Towards the end of the book simple subjunctives are introduced. (I, S)

Taylor, B.C.; Prentice, K.E.; and Lambert, G.R. *The Dolphin Latin Reader.* Toronto: J.M. Dent, 1967.

This excellent reader was written with the first and second years of Latin in mind. It presents a wide variety of interesting stories from all phases of Latin literature. Helpful notes and vocabulary and an imaginative series of illustrations make this a most attractive book. (I, S)

Vincent, C.J. *A First Latin Reader.* Oxford: The Clarendon Press, 1948.

The rise of Rome and the invasion of Britain form the basis for this easy reader. Full introductions help the student to become familiar with the story of Rome. The book would be useful in the first year since the constructions and vocabulary are elementary. (I)

Latin Textbooks

The textbooks approved for use in Ontario are listed in *Circular 14.* The books in this section are intended for teacher reference rather than for regular use as classroom texts. They are listed here so that teachers who wish to compare recent developments in Ontario with those taking place in other jurisdictions may do so.

Ashley, C.W., and Lashbrook, A.M. *Living Latin: A Contemporary Approach.* Boston: Ginn and Co. 1967.

Burns, M.; Medicus C.; and Sherburne, R. *Lingua Latina.* 2 vols. Milwaukee: Bruce Publishing, 1965.

These texts place great emphasis on pattern drills and practice.

Distler, Paul F. *Latin.* 4 vols. Chicago: Loyola University Press, 1961. Vol. I – *Beginning Reading;* Vol. II – *Progress in Reading;* Vol. III –*Forward in Reading;* Vol. IV – *Appreciation in Reading.*

This reading-oriented series provides ideas that may be of interest to teachers in Ontario.

Hines, T., and Welch, E.J. *Our Latin Heritage.* 3 vols. New York: Harcourt, Brace and World, 1962.

This reading approach retains a number of traditional elements. The teacher's handbook has some interesting ideas on method.

O'Brien, R.J., and Twombly, N.J. *Georgetown University Latin Series.* 3 vols. Chicago: Loyola University Press, 1962. Vol. I – *A Basic Course;* Vol. II – *Intermediate Course: Drills;* Vol. III – *Intermediate Course: Readings.*

This series presents a type of structural approach that stresses pattern drills in the early stages.

Sweet, W.E. *Artes Latinae.* Chicago: Encyclopaedia Britannica Film, 1966.

This series grew out of the author's *Latin: A Structural Approach.* The basic textual material consists of a linear program of about 10 000 frames. Various supplementary materials are available.

The Scottish Classics Group. *Ecce Romani.* Edinburgh: Oliver and Boyd, 1971.

This series consists of six pupil's books, two teacher's guides, and two reference books. It is similar in approach to the Cambridge Latin course, but retains more of the traditional terminology and presents grammar in a somewhat more explicit manner.

Thompson, G.S., and Craddock, C.H. *Latin.* 4 vols. London: Blackie, 1958.

These books contain more reading material than most traditional texts, but retain a considerable amount of composition.

Wheelock, F.M. *Latin.* New York: Barnes and Noble, 1956.

This introductory textbook is designed for college students, but contains many reading passages that would be of interest to secondary school students.

Advanced Latin Readers

The readers in this selection vary greatly in level of difficulty. The notes give some indication of the level, but space precludes extensive comment. The books listed here contain a variety of selections from various sources. Editions of individual authors appear later. All books contain vocabularies unless there is a note to the contrary.

Allott, Stephen. *Plaudite!* London: G. Bell and Sons, 1970.

This introduction to Roman comedy includes numerous simplified excerpts from the plays of Plautus and Terence and an abbreviated version of the *Aulularia*. An essay introduces the reader to the Roman comic theatre. No knowledge of the subjunctive is required. (S)

Balme, M.G., and Warman, M.S. *Aestimanda: Practical Criticism of Latin and Greek Poetry and Prose.* London: Oxford University Press, 1965.

The subtitle of this book gives an indication of its scope. Not all the material in it is useful in the form in which it is presented, but the ideas suggested are so helpful that the book should not be overlooked. It contains many questions that could lead to a deeper appreciation of poetry and prose. No vocabulary is included.

Balme, M.G. *Intellegenda.* London: Oxford University Press, 1970.

Original Latin passages have been organized around twenty-one different themes, such as: husbands and wives, masters and slaves, gladiatorial shows, a millionaire's dinner party, and city and country life. Comprehension questions cover content and some literary appreciation. The passages are not graded according to difficulty. (S)

Baty, C.W., ed. *A Third Year Latin Reader.* London: Oxford University Press, 1935.

This selection of passages, taken mainly from Livy, Caesar, Cicero, and Pliny, presents largely military and political topics. Less attractive in format than some readers, this book nevertheless presents a good choice of material. (S)

Bibby, W., and Clare, E.N. *New Latin Comprehension.* London: Heinemann, 1970.

This graded reader presents a series of short Latin extracts, some of which have been simplified, accompanied by English comprehension questions. Vocabulary and grammatical assistance is minimal. A few questions invite translation of selected phrases. Each exercise includes questions relating to background, literary appreciation, or observations on human nature. (S)

Breslove, D., et al. *Latin Prose Selections for Grade XIII* and *Latin Poetry Selections for Grade XIII.* Toronto: Nelson, 1948.

These two texts served for many years as the only readers at the Honour Graduation level. They present a wide variety of passages from the major classical authors. (S)

Breslove, D., ed. *A Latin Reader for Canadian Schools.* Toronto: Copp Clark, 1959.

Caesar, Pliny, Livy, and Cicero are presented in the prose sections of this book, Ovid and Vergil in the verse. Considerable variety has been achieved in the choice of passages. Footnotes and introduction are full. The book is especially useful in the third year. (S)

Cobban, J.M. *Pax et Imperium.* London: Methuen & Co., 1955.

A topical approach is taken in this reader so that the student can read a series of passages on the role of the citizen or the administration of the Roman Empire. The poetry selections show how the poets supported the regime. (S)

Drake, G. *Latin Readings* and *More Latin Readings.* Chicago: Scott, Foresman and Company, 1965.

These intermediate rapid readers have an interlinear vocabulary and are designed to enable students to develop reading speed and facility. The sources vary from classical to medieval, and the books should prove interesting for students. They might be suitable for independent reading. (S)

Fratter, David G. *Aere Perennius.* London: Macmillan, 1968.

This reader contains passages from Catullus, Horace, Juvenal, Lucretius, Ovid, and Vergil. Each passage is accompanied by a series of questions designed to heighten the student's insight into the literary merits of the poem. Comparisons between Latin poems or between a Latin and an English poem are frequently invited. A modest vocabulary is included. (S)

Gardner, J.W. *Tertius Annus.* London: Oxford University Press, 1963.

Extracts from Livy, Caesar, Cicero, and Pliny are presented in an attractive format with some short verse passages at the end. Introductions are short but direct. Footnotes are sparse. (S)

Hammond, M., and Amory, A., eds. *Aeneas to Augustus.* Cambridge, Mass.: Harvard University Press, 1967. (Paperback)

Though designed for college students, this book would have some application in senior work. The extracts are graded and the notes are full and helpful. (S)

Harrison, F.E., ed. *Millennium.* London: Oxford University Press, 1968.

Medieval writers from St. Jerome to Petrarch provide the great variety of passages presented here. The unfamiliar idiom of medieval Latin would make some of the passages difficult even for the senior student, but there are parts of the text which would be interesting and within his range. No vocabulary is provided. (S)

Hawthorn, J.R., and MacDonald, C., eds. *Roman Politics, 80-44 B.C.* London: Macmillan, 1960.

This reader presents a series of extracts from Republican writers, together with a connecting text. Although rather difficult for students, some of the material is useful. (S)

Kennedy, E.C., and Davis, A.R., eds. *Two Centuries of Roman Prose.* London: Macmillan, 1972.

This is a useful and interesting selection of about five hundred lines of prose. The topics are of wide interest and the notes are detailed. (S)

Marchant, E.C., ed. *Latin Unseens.* London: G. Bell and Sons, 1960.

Sight translation selections in this collection cover a wide range of Latin prose and poetry. There is no vocabulary. (S)

_____. *A New Latin Reader.* London: G. Bell and Sons, 1966. (Paperback)

An orderly sequence of reading passages is presented in this small paperback, with unique sections where there are parallel prose and verse versions of the same passage. (S)

McKay, A.G., and Shepherd, D.M., eds. *Roman Lyric Poetry.* London: Macmillan, 1969.

This volume includes excellent introductory notes to the study of Catullus and Horace. The wide range of selections from these poets is presented, with commentary, under four themes: personal lyric; reflective and religious lyric; national and political lyric; humorous and experimental lyric. Although no vocabulary is included, the superior introductions and commentaries, along with the glossary on terminology and the appendix on lyric metres, make this book an excellent choice for a senior poetry course. (S)

Morford, M.P.O. *Latin Unprepared Translation.* London: Longman, 1960.

Nineteen classical authors are represented in this collection of poetry and prose, intended for sight translation. The selections might be useful at the Honour Graduation level. There is no vocabulary. (S)

Morford, M.P.O., ed. *A New Latin Reader.* London: Longman, 1962.

The prose and verse selections in this book ranges from Caesar to Martialand and on to medieval Latin. The passages are not unreasonably difficult and the book would probably be suitable for both the third and fourth years. (S)

Morris, Sidney. *Advanced Latin Texts.* London: George G. Harrap & Co., 1959.

This book offers an interesting selection of prose and verse passages ranging from classical through medieval to modern Latin. It also contains short English prose passages for translation, challenging syntax exercises, and testing material relating to Roman history and literature. No vocabulary is provided. (S)

_____. *Fons Perennis.* London: George G. Harrap & Co., 1962.

This medieval reader contains passages from a wide selection of sources. Some of the earlier passages could be read in the second year, but later parts of the book would be suitable for senior students only. (S)

Morris, S., and Furber, E.O., eds. *Hereditas.* London: George G. Harrap & Co., 1970.

This slim volume of medieval and Renaissance Latin prose would be useful after about two years of Latin. The nine selections span over 1000 years, from Jerome to More and Erasmus. (S)

Sweet, Waldo E., ed. *Latin Workshop Experimental Materials, Book Two.* Rev. ed. Ann Arbor: University of Michigan Press, 1956.

This collection of Latin prose and poetry extends from Ennius to Columbus and includes excerpts from the Bible, the *Carmina Burana,* and the medieval hymns and novellae. It is arranged according to subject matter rather than level of difficulty. (S)

Taylor, B.C., and Prentice, K.E. *Selected Latin Readings.* Toronto: J.M. Dent, 1953.

This book is especially suitable for the third year of Latin. It contains extracts from the major classical authors, with the prose edited to eliminate the most difficult constructions. (S)

Terry, J.H., ed. *Latin Reader.* London: Longman, 1958.

Although the passages are rather short, good introductions overcome some of this disadvantage. The range of authors is wide. (S)

Wheelock, F.M., ed. *Latin Literature: A Book of Readings.* New York: Barnes and Noble, 1967.

This paperback college reader might be useful for supplementary work. It contains prose and verse from a wide variety of sources, helpful notes, and vocabulary. (S)

Young, B.W.M. *Via Vertendi.* London: Longman, 1962.

This collection of prose and poetry passages for sight translation provides a wide variety of short selections with practical suggestions to assist the student. Brief historical notes are supplied relating to the individual passages. No vocabulary is provided. (I, S)

Readers in a Lighter Vein

The following books are not intended to provide serious classroom material for the Latin course; rather, the intention is to enhance students' interest and expose them to some extra Latin in an informal way.

Potter, B. *Fabula de Petro Cuniculo.* Translated from the English by E.P. Walker. London: F. Warne, 1962.

_____. *Fabula de Jemima Anate-Aquatica.* Translated from the English by J. Musgrove. London: F. Warne, 1965.

Students who remember Beatrix Potter's children's books with affection may find these Latin versions a pleasant change from "regular" lessons. (I, S)

Schultz, Charles M. *Carolini Brown Sapientia.* Translated from the English by Mario Pei. Kansas City: Hallmark Cards, 1968.

Students will enjoy Pei's Latin version of Charlie Brown's wisdom. Schultz's cartoons have been boldly reproduced in black, white, and red. Also available are *Linus de Vita, Philosophia secundum Snoopy,* and *Mundus secundum Luciam.* (I, S)

Watson, C.P. *Fabulae Aesopi.* London: Faber & Faber, 1965.

Watson has arranged thirty of the fables as a Latin reader for beginners. (I, S)

Editions of Single Authors

Bede. *Historia Ecclesiastica: A Selection.* Edited by F.W. Garforth. London: G. Bell and Sons, 1967.

This book would probably be useful in a senior class where a considerable amount of medieval Latin was being read. No vocabulary is provided. (S)

Caesar, C. Julius. *Caesar's Gallic War, Book 1.* Edited by Colin Ewan. The Alpha Classics. London: G. Bell and Sons, 1965.

_____. *De Bello Gallico: Commentariorum I.* Edited by A. Walpole. Elementary Classics. London: Macmillan, 1967.

_____. *De Bello Gallico: Commentariorum II.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1959.

_____. *De Bello Gallico: Commentariorum V.* Edited by C. Colbeck. Elementary Classics. London: Macmillan, 1964.

_____. *De Bello Gallico: Commentariorum VI.* Edited by C. Colbeck. Elementary Classics. London: Macmillan, 1963.

_____. *De Bello Gallico: Commentariorum VII.* Edited by J.L. Whiteley. Modern School Classics. London: Macmillan, 1966.

The six preceding texts would be handy editions for students studying a complete book of Caesar. All have introductions, notes, and vocabularies. (S)

Catullus, Gaius Valerius. *Selections from the Poems.* Edited by F. Kinchin Smith and T.W. Melluish. London: Allen and Unwin, 1942.

This is an excellent school edition of Catullus. (S)

_____. *Catullus: A Commentary.* Edited by C.J. Fordyce. Oxford: The Clarendon Press, 1961.

This book presents the Latin text with notes and commentary. No vocabulary is provided.

_____. *Catullus: The Poems.* Edited by Kenneth Quinn. London: Macmillan, 1970.

This is a complete edition of Catullus. Teachers will welcome the background and insight furnished by Quinn's commentary. No vocabulary is provided. (S)

Cicero, Marcus Tullius. *First and Second Speeches Against Catiline.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1965.

This is a useful book for Latin students who wish to read some Cicero with confidence and understanding. The notes are helpful and there is an adequate vocabulary. (S)

_____. *An Easy Selection from Cicero's Correspondence.* Edited by J.D. Duff. 2nd ed., revised by W.K. Lacey. Cambridge: Cambridge University Press, 1965.

This selection of twenty-seven letters has not been simplified, except by abridgement. The letters cover many aspects of Cicero's career. (S)

_____. *Thirty-five Letters of Cicero.* Selected and edited by David Stockton. London: Oxford University Press, 1969.

The editor has selected letters that reveal Cicero the man and touch upon the highlights of his career from 65 to 44 BC. There are full notes, appendices on the Roman calendar and Roman money, and a vocabulary. (S)

_____. *The Thought of Cicero.* Edited by S.J. Wilson. The Alpha Classics. London: G. Bell and Sons, 1970.

This book is more difficult than most listed in this section. No vocabulary is provided. (S)

_____. *Cicero on Himself.* Edited by N. Fullwood. The Alpha Classics. London: G. Bell and Sons, 1971.

The books in the "On Himself" series present an imaginative selection from a wide variety of sources. Extracts tend to be short, but the connecting passages are generally good. (S)

Horatius Flaccus, Quintus. *Horace on Himself.* Edited by A.H. Nash-Williams. The Alpha Classics. London: G. Bell and Sons, 1962.

Selections from a wide range of Horace's poems illustrate his life and character as well as his literary artistry. (S)

Livius, Titus. *Scipio Africanus.* Edited by T.A. Buckney. London: G. Bell and Sons, 1965.

Buckney has selected passages from Livy's account of the Second Punic War and its Roman hero. (S)

_____. *The Growth of Rome.* Edited by C.P. Watson. London: Faber & Faber, 1967.

The editor has chosen extracts from Livy's history, ranging from the founding of the city to the death of Hannibal. (S)

Lucretius Carus, Titus. *Selections from Lucretius.* Edited by G.E. Benfield and R.C. Reeves. London: Oxford University Press, 1967.

For students taking Honour Graduation Latin, this text offers a judicious selection from *De Rerum Natura.* There are essays that put the excerpts into context and notes that are both grammatical and cultural. There is no vocabulary. (S)

_____. *Lucretius on Matter and Man.* Edited by A.S. Cox. The Alpha Classics. London: G. Bell and Sons, 1967.

Before choosing a Lucretius text the teacher should compare Cox's selection and notes with those of Benfield and Reeves. Both are excellent but the Cox is less expensive. (S)

Martialis, Marcus Valerius. *Martial and His Times.* Edited by K.W.D. Hull. The Alpha Classics. London: G. Bell and Sons, 1967.

The epigrams in this selection illustrate the life of poets in Rome in the first century AD, the method of publishing books, the client-patron relationship, and the practices of legacy-hunting and dinner-hunting. (S)

Nepos, Cornelius. *Three Lives.* Edited by R. Roebuck. The Alpha Classics. London: G. Bell and Sons, 1958.

The three lives are those of Alcibiades, Dion, and Atticus. (S)

Ovidius Naso, Publius. *Ovid: Selections.* Edited by C.E. Freeman. Oxford: The Clarendon Press, 1917.

This older edition is still valuable as it presents a useful selection from the major works. (S)

_____. *Ovid's Metamorphoses: An Anthology.* Selected and edited by J.E. Dunlop. The Alpha Classics. London: G. Bell and Sons, 1961.

Along with some of the more common selections, such as the stories of Pyramus and Thisbe, Daedalus and Icarus, and Orpheus and Eurydice, Dunlop has included Ovid's treatment of Pythagoras and of Julius Caesar's assassination and apotheosis. There are abundant notes and a vocabulary.

_____. *Ovid on Himself.* Edited by J.A. Harrison. The Alpha Classics. London: G. Bell and Sons, 1965.

The life and times of Ovid are revealed in this broad selection from his poetry. (S)

_____. *An Ovid Reader.* Edited by Allan G. Gillingham and Eric C. Baade. Columbus: Charles G. Merrill Publishing Co., 1969.

This reader contains selections from the *Amores,* the *Ars Amatoria,* the *Fasti,* the *Metamorphoses,* and the *Tristia.* There are both running and cumulative vocabularies, helpful notes, and an index of proper names. (S)

Petronius Arbiter. *Cena Trimalchionis.* Edited by Thomas Cutt. Detroit: Wayne State University Press, 1970.

A few episodes have been omitted, some descriptive passages compressed, and some modifications made in vocabulary, but this edition stays fairly close to the original text. There is both a running and a cumulative vocabulary. (S)

_____. *The Millionaire's Dinner Party.* Rev. ed. An Adaptation of the *Cena Trimalchionis* of Petronius by M.G. Balme. London: Oxford University Press, 1974.

Although this version goes much further than Cutt's in simplifying the original text, it only lightly adapts the later chapters. Vocabulary lists run parallel to the text, and there are supplementary exercises in Latin-to-English translation which are intended to consolidate the student's understanding of the text. Teachers of senior Latin should investigate the possibilities of this text. (S)

Plautus, Titus Maccius. *Three Plays from Plautus.* Adapted by Stephen Allott. London: G. Bell and Sons, 1966.

Allott has considerably abbreviated *Mostellaria, Miles Gloriosus,* and *Rudens* to bring them within reach of the senior student. (S)

_____. *Plautus for Reading and Production.* Edited by Allan G. Gillingham and Eric C. Baade. Glenview, Ill.: Scott, Foresman and Company, 1968.

This book includes adapted and shortened Latin versions of *Captivi, Curculio,* and *Mostellaria* as well as brief scenes from four other plays. Parallel vocabularies and notes speed up the reading. There are practical and illustrated suggestions for all aspects of the staging of Plautine comedy. (S)

Plinius Caecilius Secundus, C. *Selected Letters of Pliny.* Edited by J.H. Westcott. Norman, Okla.: University of Oklahoma Press, 1965.

This text includes one hundred letters from Pliny the Younger's general correspondence and ten from his correspondence with Trajan. It has an introduction on Pliny's life and style and some helpful notes, but no vocabulary. (S)

_____. *Pliny on Himself.* Edited by H.A.B. White. The Alpha Classics. London: G. Bell and Sons, 1965.

Twenty-four selections from the letters of Pliny the Younger have been chosen to illustrate his life and character. (S)

_____. *Fifty Letters of Pliny.* Edited by A.N. Sherwin White. London: Oxford University Press, 1967.

This selection of Pliny the Younger's letters is designed to cover the whole range of his activities and interests and to throw light on Roman life in the early second century AD. There are very helpful and informative notes but no vocabulary. (S)

Sallustius Crispus, Gaius. *Catiline.* Edited by A.T. Davis. London: Oxford University Press, 1967.

Sallust's *Bellum Catilinae* has been condensed and simplified to facilitate rapid reading. The volume has a good introduction, a helpful running commentary, and a vocabulary. (S)

Tacitus, Cornelius. *Agricola.* Edited by R.M. Ogilvie and I. Richmond. Oxford: Clarendon Press, 1967.

This is a detailed edition which would probably be too difficult for all but the most capable students. No vocabulary is provided. (S)

Vergilius Maro, Publius. *Aeneid, Book I.* Edited by R.G. Austin. Oxford: Clarendon Press, 1971.

_____. *Aeneid, Book II.* Edited by R.G. Austin. Oxford: Clarendon Press, 1964.

_____. *Aeneid, Book III.* Edited by R.D. Williams. Oxford: Clarendon Press, 1962.

_____. *Aeneid, Book IV.* Edited by R.G. Austin. Oxford: Clarendon Press, 1955.

_____. *Aeneid, Book V.* Edited by R.D. Williams. Oxford: Clarendon Press, 1960.

_____. *Aeneid, Book VI.* Edited by R. Fletcher. Oxford: Clarendon Press, 1948.

The preceding six books in the new Oxford series have excellent commentaries. Books 2 and 4 are especially useful. (S)

_____. *Aeneidos, Lib II.* Edited by T.E. Page. Elementary Classics. London: Macmillan, 1965.

_____. *Aeneidos, Lib XII.* Edited by T.E. Page. Elementary Classics. London: Macmillan, 1964.

The two preceding texts in the Elementary Classics series are well-known to teachers. They include a general introduction, notes, illustrations, and a vocabulary. (S)

_____. *Aeneid, Book One.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1968.

_____. *Aeneid, Book Four.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1943.

_____. *Aeneid, Book Six.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1946.

_____. *Aeneid, Book Eleven.* Edited by H.E. Gould and J.L. Whiteley. Modern School Classics. London: Macmillan, 1964.

The four preceding texts in the Modern School Classics series are useful for students working through a complete book of the *Aeneid.* Each has a brief introduction, notes, and a vocabulary. (S)

_____. *The Aeneid, Books I and II.* Edited by Waldo E. Sweet. Ann Arbor: University of Michigan Press, 1960.

This volume is intended to help the student acquire greater familiarity with the Latin text. If offers excellent notes, both in English and Latin, on the legendary history of Rome, Roman religion, the geography of the Mediterranean Basin, and the *Aeneid* as a classical epic. (S)

_____. *The Story of Camilla.* Edited by B. Tilly. Cambridge: Cambridge University Press, 1956.

This edition contains extracts from Books 7 and 11 of the *Aeneid.* (S)

_____. *The Story of Pallas.* Edited by B. Tilly. Cambridge: Cambridge University Press, 1961.

This edition presents extracts from Books 8, 10, 11, and 12 of the *Aeneid.* (S)

Dictionaries

Handford, S.A., and Herberg, Mary. *Langenscheidt's Shorter Latin Dictionary.* London: Hodder and Stoughton, 1966.

Compact and accurate, this Latin-English dictionary is one of the best of several small dictionaries currently available.

Kidd, D.A. *Collins Latin Gem Dictionary.* London: Collins, 1957.

This miniature dictionary includes both Latin-English and English-Latin sections. The range of meanings is very limited. There are remarks on pronunciation, noun and verb paradigms, and an interesting "Family Tree" showing in detail the relationships within the Roman family.

Lewis, C.T., and Short, C. *A Latin Dictionary.* Oxford: Clarendon Press, 1879 (reprint 1962).

This is the standard large Latin-English dictionary. There is a full discussion of the various uses of each word with a large number of examples. It is a most useful reference work which should be available to all teachers of senior Latin.

Lewis, C.T. *A Latin Dictionary for Schools.* Oxford: Clarendon Press, 1899 (reprint 1964).

This dictionary is a shorter version of the larger Lewis and Short. It covers all the authors (except Catullus) usually read in schools, but gives fewer examples and a less detailed discussion of the various points. It concludes with a useful list of Latin roots and their incidence in cognate and derivative languages.

Traupman, J.C. *The New College Latin and English Dictionary.* New York: Bantam Books, 1966.

Although its range of meanings is relatively restricted, this inexpensive Latin-English and English-Latin dictionary commends itself as a practical tool for secondary school students.

Greek

Translations of Latin and Greek Authors

Dictionaries

Liddell, H.G., and Scott, Robert. *An Intermediate Greek-English Lexicon.* Oxford: Clarendon Press, 1889 (reprint 1945).

This abridgement of the *Oxford Greek Lexicon* continues to be the best reference work for secondary school purposes.

Greek Readers

Balme, M.G., and Warman, M.S. *Aestimanda.* London: Oxford University Press, 1965.

See the entry under Advanced Latin Readers.

Freeman, C.E., and Lowe, W.D. *A Greek Reader for Schools.* Oxford: Clarendon Press, 1917.

This well-known reader offers a good choice of prose authors for the Honour Graduation year. There are passages from Aesop, Theophrastus, Lucian, Herodotus, Thucydides, Xenophon, and Plato. (S)

Moore, J.M., and Evans, J.J. *Variorum.* London: Oxford University Press, 1969.

The editors intend this book to be used in teaching the techniques of translation and have included a broad selection of brief passages, both prose and poetry. The book would be both useful and interesting at the Honour Graduation level. Only uncommon words are given in the vocabulary. (S)

Murray, Gilbert, et al., eds. *The Oxford Book of Greek Verse.* Oxford: Clarendon Press, 1930.

This book presents a rich selection of Greek poetry from Homer to the sixth century AD., including many passages from the dramatists. There is no vocabulary. (S)

Nash-Williams, Alvah H. *The Spirit of Greece.* St. Martin's Press, 1967.

This intermediate reader contains selections from Thucydides, Lysias, Xenophon, Plato, Antiphon, Isocrates, Demosthenes, Aeschylus, Sophocles, and Euripides. (S)

Phillpotts, J.S., and Jerram, C.S. *Easy Selections Adapted from Xenophon.* Oxford: Clarendon Press, 1877 (reprint 1958).

These selections are intended for first-year students of Greek and are of graduated difficulty. (I, S)

Aeschylus. *The Orestes Plays of Aeschylus.* Translated by Paul Roche. New York: New American Library, 1962. (Paperback)

Students will enjoy Roche's verse translation of the *Agamemnon, The Libation Bearers,* and the *Eumenides.* The appendices include a useful informal survey of the Greek theatre. (S)

Aristophanes. *Five Comedies of Aristophanes.* Translated by Benjamin Bickley Rogers. New York: Doubleday Anchor Books, 1955. (Paperback)

The five comedies are *The Birds, The Frogs, The Clouds, The Wasps,* and *Lysistrata.* (S)

Catullus. *The Poems of Catullus.* Translated by Horace Gregory. New York: Grove Press, 1956. (Paperback)

_____. *Odi et Amo: The Complete Poetry.* Translated by R.A. Swanson. Indianapolis: Bobbs-Merilll, 1959. (Paperback)

_____. *The Complete Poetry.* Translated by F.O. Copley. Ann Arbor: University of Michigan Press, 1964. (Paperback)

The three preceding verse translations are in modern idiom. Students will be interested in comparing the styles of the three translators and their degree of fidelity to the original. (S)

Caesar. *The War Commentaries of Caesar.* Translated by Rex Warner. New York: New American Library, 1960. (Paperback)

_____. *Caesar's War Commentaries.* Translated by John Warrington. Everyman's Library No. 702. London: J.M. Dent, 1953.

The two preceding editions contain both the *Gallic War* and the *Civil War,* with both translations cast in the first person. (I, S)

Cicero. *Letters of Cicero.* Edited by L.P. Wilkinson. London: Hutchinson University Library, 1966.

The letters of Cicero, here in translation, are a primary source of information about both Cicero the man and the age in which he lived. This would be a useful book for Latin students in the Senior Division and at the Honour Graduation level, and for students of classical civilization. (I, S)

_____. *Nine Orations and the Dream of Scipio.* Translated by Palmer Bovie. New York: New American Library, 1967. (Paperback)

This collection includes the *Fourth Verrine,* all four *Catilinarians,* and several other speeches. (S)

Demosthenes. *Demosthenes' Orations.* Rev. ed. Everyman's Library No. 546. London: J.M. Dent, 1954.

These translations of *The Crown, The Philippics,* and ten other orations could be of use in a course of classics in translation which included a unit on classical oratory.

Epictetus. *Discourses; The Manual; Fragments.* Translated by W.A. Oldfather. Loeb Classical Library. Cambridge, Mass.: Harvard University Press, 1966-67.

This might be useful in an investigation of Stoicism by mature senior students. (S)

Euripides. *Medea; Hippolytus; Alcestis; The Bacchae.* Edited by Robert W. Corrigan. The Laurel Classical Drama Series. New York: Dell Publishing Co., 1965.

The translations are by Goldfield, Cavander, Elliott, and Volanakis, respectively. This series also includes plays by Sophocles and Aeschylus.

Hesiod. *Theogony.* Translated by Norman O. Brown. The Library of Liberal Arts. New York: Bobbs-Merrill, 1953.

Teachers and senior students will be interested in this primary source of information regarding the generation of the Greek gods. Brown has supplied a scholarly and useful introduction. (S T)

Homer. *The Odyssey of Homer.* Edited by R.D. Wormald. The Heritage of Literature Series. London: Longman, 1958.

This collection of extracts from several translations of Homer in prose reads like a very good story. (J, I, S)

_____. *The Odyssey.* Translated by Robert Fitzgerald. New York: Anchor Books, 1963. (Paperback)

Fitzgerald's verse translation won the 1961 Bollingen Award for the best translation of a poem into English. (I, S)

_____. *The Odyssey.* Translated by Samuel Butler. New York: Washington Square Press, 1969. (Paperback)

_____. *The Iliad.* Translated by Samuel Butler. New York: Washington Square Press, 1969. (Paperback)

In addition to Butler's prose translations, the preceding two books include considerable background information and analyses of the two epics. (I, S)

Horace. *The Satires and Epistles of Horace*. Translated by Smith Palmer Bovie. Chicago: University of Chicago Press, 1959. (Paperback)

_____. *The Odes and Epodes of Horace*. Translated by Joseph P. Clancy. Chicago: University of Chicago Press, 1960. (Paperback)

Clancy's excellent modern verse translation includes all the *Odes* and *Epodes* and the *Carmen Saeculare*. (S)

_____. *The Odes of Horace*. Translated by J. Michie. New York: Washington Square, 1965. (Paperback)

This volume will be useful both for senior Latin students and students of classics in translation. (S)

_____. *The Collected Work of Horace*. Translated by Lord Dunsany and M. Oakley. London: J.M. Dent, 1967.

This is a handy edition of Horace's complete poetry. Some may feel that the Dunsany translations are somewhat dated. (S)

Juvenal. *The Satires of Juvenal*. Translated by Rolfe Humphries. Bloomington, Ind.: Indiana University Press, 1959. (Paperback)

This and the Bovie version of Horace's *Satires* would be interesting verse translations for senior Latin students and useful resources for a unit on satire in a course of classics in translation. (S)

Lucretius. *On the Nature of Things*. Translated by W.E. Leonard. New York: Dutton, 1957. (Paperback)

_____. *The Way Things Are*. The *De Rerum Natura* translated by Rolfe Humphries. Bloomington, Ind.: Indiana university Press, 1968.

_____. *On the Nature of Things*. Translated by Palmer Bovie. New York: New American Library, 1974.

Any of the three preceding translations of *De Rerum Natura* would be useful either as a supplement to a Lucretius unit in Honour Graduation Latin or as part of a philosophy unit in a senior classical humanities course. (S)

Ovid. *Metamorphoses*. Translated by Rolfe Humphries. Bloomington, Ind.: Indiana University Press, 1955. (Paperback)

This fine verse translation will be useful both as a supplement to the Latin student's reading of Ovid in the original and as a primary source book in classical mythology. (I, S)

_____. *Metamorphoses*. Translated by Horace Gregory. New York: New American Library, 1960.

Gregory's verse translation moves swiftly, and his brief introductions to each of the fifteen books offer some interesting comments and insights. (I, S)

Plato. *Great Dialogues of Plato*. Translated by W.H.D. Rouse. Edited by Eric H. Warmington and Philip G. Rouse. Plume Books. New York: New American Library, 1961.

The dialogues here presented are *Ion*, *Meno*, *Euthydemus*, *The Symposium*, *The Republic*, *The Apology*, *Crito*, and *Phaedo*. (S)

_____. *The Republic of Plato*. Translated by Allan Bloom. New York: Basic Books Inc., 1968.

This is a literal translation designed to free the reader from "the tyranny of the translator". There is also an interpretive essay and notes. (S)

Plautus. *Three Comedies*. Translated by Erich Segal. Harper Colophon Books. New York: Harper and Row, 1969.

Students will enjoy these readable and actable translations of *The Braggart Soldier*, *The Brothers Manaechmus*, and *The Haunted House*. (I, S)

_____. *Three Plays by Plautus*. Translated by Paul Roche. New York: New American Library, 1968.

The three plays are *The Braggart Soldier*, *Amphitryon*, and *The Prisoners*. Roche's verse translations read well and swiftly. (I, S)

Plutarch. *Eight Great Lives*. Edited by Charles Alexander Robinson, Jr. Classical Literature in Rinehart Editions. New York: Holt, Rinehart & Winston, 1960.

This is a pleasantly readable translation of eight of the famous biographies, ranging from Pericles and Demosthenes to Caesar and Antony. (I, S)

Sappho. *The Love Songs of Sappho*. Translated by Paul Roche. Toronto: New American Library, 1966. (Paperback)

In addition to the translations and informative notes, Roche offers some interesting ideas on the reading of Greek poetry. (S)

Tacitus. *The Annals and the Histories*. The Church-Brodribb translation edited and abridged by H. Lloyd-Jones. New York: Washington Square, 1964. (Paperback)

_____. *The Annals of Tacitus*. Translated by D.R. Dudley. New York: New American Library, 1966. (Paperback)

The two preceding translations could serve either to extend the senior Latin student's reading of Tacitus in the original or to support a unit on historiography in a course of classics in translation. (S)

Vergil. *Aeneid*. Translated by Rolfe Humphries. New York: Scribners, 1951. (Paperback)

_____. *Aeneid*. Translated by C. Day Lewis. New York: Doubleday Anchor, 1953. (Paperback)

_____. *The Aeneid*. Translated by Patrick Dickinson. New York: New American Library, 1961. (Paperback)

_____. *Aeneid*. Translated by V.O. Copley. Indianapolis: Bobbs-Merrill, 1965. (Paperback)

_____. *The Aeneid of Vergil*. Translated by Allen Mandelbaum. New York: Bantam Books, 1972. (Paperback)

All five of the above verse translations of Vergil have their virtues. Selection must be a matter of individual preference. It would be useful for students to compare the manner in which several translators deal with particular passages. (I, S)

_____. *The Voyage of Aeneas*. Translated by D.A.S. John and A.F. Turberfield. London: Macmillan, 1968.

This readable translation of Books 1–6 of the *Aeneid* has a useful introduction and helpful notes which will be especially valuable for student use. (S)

Loeb Classical Library. Most Latin and Greek authors appear in the Loeb Classical Library. These books present the Latin or Greek on the left-hand page and a parallel English prose translation on the right. Too numerous for individual citation here, they are published by Harvard University Press and Wm. Heinemann, and may be obtained in Canada through Saunders of Toronto.

Penguin Classics Series. This popular paperback series includes a large number of Latin and Greek classics in translation. The following books are listed without further annotation except where some comment is needed to indicate the content of particular volumes. They are all issued by Penguin Books, Harmondsworth, Middlesex.

Aeschylus. *Prometheus Bound; The Suppliants; Seven Against Thebes; The Persians.* Translated by Philip Vellacott. 1961. (S)

_____. *The Oresteian Trilogy.* Translated by Philip Vellacott. 1959. (S)

Aesop. *Fables of Aesop.* Translated by S.A. Handford. 1954. (J, I, S)

Apuleius Madaurensis. *The Golden Ass.* Translated by Robert Graves. 1950. (S)

Aristophanes. *The Wasps; The Poet and the Women; The Frogs.* Translated by David Barrett. 1964. (S)

Aristotle. *The Ethics of Aristotle.* Translated by J.A.K. Thomson. 1953. (S)

_____. *The Politics.* Translated by T.A. Sinclair. 1962. (S)

Caesar. *The Conquest of Gaul.* Translated by S.A. Handford. 1951. (I, S)

_____. *The Civil War.* Translated by Jane F. Mitchell. 1967.

Cicero. *Selected Political Speeches of Cicero.* Translated by Michael Grant. 1969. (S)

_____. *Selected Works.* Translated by Michael Grant. 1971.
The works selected are *Against Verres, I; The Second Philippic Against Antony; On Duties, III; On Old Age;* and twenty-three of the letters. (S)

_____. *On the Good Life.* Translated by Michael Grant. 1971. (S)
The works selected are *Discussions at Tusculum, V; On Duties, II; On Friendship; On the Orator, I;* and *The Dream of Scipio.*

_____. *The Nature of the Gods.* Translated by Horace C.P. McGregor. 1972. (S)

Euripides. *Three Plays.* Translated by Philip Vellacott, 1953.
This volume contains *Alcestis, Hippolytus,* and *Iphigenia in Tauris.*

_____. *The Bacchae, and Other Plays.* Translated by Philip Vellacott. 1954.
Besides *The Bacchae,* this volume contains *Ion, The Women of Troy,* and *Helen.*

_____. *Medea and Other Plays.* Translated by Philip Vellacott. 1963.
Besides *Medea,* this volume includes *Hecuba, Electra,* and *Heracles.* (S)

_____. *Orestes and Other Plays.* Translated by Philip Vellacott. 1972.
Besides *Orestes,* this volume includes *The Children of Heracles, Andromache, The Suppliant Women, The Phoenician Women,* and *Iphigenia in Aulis.* (S)

Herodotus. *The Histories.* Translated by Aubrey De Sélincourt. 1954.

Homer. *The Odyssey.* Translated by E.V. Rieu. 1946.

_____. *The Iliad.* Translated by E.V. Rieu. 1966.
Both of Rieu's translations are in prose. (I, S)

Livy. *The Early History of Rome.* Translated by Aubrey de Sélincourt. 1960.
This volume contains the first five books of Livy's history. (I, S)

_____. *The War with Hannibal: The History of Rome from Its Foundation,* Books 21-30. Translated by Aubrey de Sélincourt. Edited by Betty Radice. 1965. (S)

Lucretius. *On the Nature of the Universe.* Translated by R.E. Latham. 1951. (S)

Ovid. *The Metamorphoses of Ovid.* Translated by Mary M. Innes. 1955. (I, S)

Plato. *The Symposium.* Translated by Walter Hamilton. 1951. (S)

_____. *The Republic.* Translated by H.D.P. Lee. 1955. (S)

_____. *Protagoras and Meno.* Translated by W.K.C. Guthrie. 1956. (S)

_____. *Gorgias.* Translated by Walter Hamilton, 1960. (S)

_____. *The Last Days of Socrates.* Translated by Hugh Tredennick. 1969. (S)

_____. *The Laws.* Translated by Trevor J. Saunders. 1970. (S)

_____. *Timaeus and Critias.* Translated by H.D.P. Lee. 1971. (S)

Pliny. *The Letters of the Younger Pliny.* Translated by Betty Radice. 1963.

Plutarch. *The Rise and Fall of Athens.* Translated by Ian Scott-Kilvert. 1960.
This collection contains the lives of Theseus, Solon, Themistocles, Aristides, Cimon, Pericles, Nicias, Alcibiades, and Lysander. (S)

_____. *Makers of Rome.* Translated by Ian Scott-Kilvert. 1965.
This collection includes the lives of Fabius Maximus, Cato the Elder, the Gracchi, Brutus, and Antony. (I, S)

_____. *Fall of the Roman Republic.* Translated by Rex Warner. 1972.
This selection from Plutarch's lives includes those of Marius, Sulla, Crassus, Pompey, Caesar, and Cicero. (I, S)

Seneca. *Four Tragedies and Octavia.* Translated by E.F. Watling. 1966.
The four tragedies are *Thyestes, Phaedra, The Trojan Women,* and *Oedipus.* (S)

Sophocles. *The Theban Plays.* Translated by E.F. Watling. 1947.
The plays are *King Oedipus, Oedipus at Colonus,* and *Antigone.*

_____. *Electra and Other Plays.* Translated by E.F. Watling. 1953.
The other plays are *Ajax, Women of Trachis,* and *Philoctetes.* (S)

Suetonius. *The Twelve Caesars.* Translated by Robert Graves. 1957. (I, S)

Tacitus. *The Annals of Imperial Rome.* Translated by Michael Grant. 1959. (S)

_____. *The Histories.* Translated by Kenneth Wellesley. 1964. (S)

_____ *Agricola and Germania.* Translated by H. Mattingley. 1970.

Thucydides. *History of the Peloponnesian War.* Translated by Rex Warner. 1954. (S)

Vergil. *The Pastoral Poems.* Translated by E.V. Rieu. 1949. (S)

_____. *The Aeneid.* Translated by W.F. Jackson Knight. 1956. (I, S)

Xenophon. *The Persian Expedition.* Translated by Rex Warner. 1949. (I, S)

_____. *Memoirs of Socrates and the Symposium.* Translated by Hugh Tredennick. 1970. (S)

Anthologies and Collections

Auden, W.H., ed. *The Portable Greek Reader*. The Viking Portable Library. New York: Viking Press, 1948.

This standard anthology of generally excellent translations will provide an abundance of materials for classics courses of several sorts, particularly where the teacher encourages students to explore questions of Greek values. (I, S)

Bovie, Palmer; Burroway, Janet; Carrier, Constance; and Parker, Douglass. *Five Roman Comedies*. Edited by Palmer Bovie. New York: E.P. Dutton & Co., 1970. (Paperback)

Senior Latin students who are dipping into Plautus will enjoy these translations of Roman comedy, while students in classical humanities courses will get some insight into a lighter side of Roman culture. (I, S)

Casson, L., ed. *Classical Age*. New York: Dell, 1965. (Paperback)

This inexpensive anthology presents long extracts from classical authors. (S)

Cullum, Albert. *Greek Tears and Roman Laughter*. New York: Citation Press, 1970.

Cullum has drastically shortened and simplified sixteen of the best-known Greek and Roman plays to bring them within reading and acting range of the junior and intermediate student. Each of the plays is also available in a separate inexpensive booklet. (J, I)

Davenport, Basil, ed. *The Portable Roman Reader*. The Viking Portable Library. New York: The Viking Press, 1951.

This selection of translations of Latin authors up to the sixth century A.D. provides much material for students of Roman civilization. (I, S)

Finley, M.I., ed. *The Greek Historians*. The Viking Portable Library. New York: The Viking Press, 1959.

This selection of translations of Greek historians would be useful both for background knowledge of Greece and for a deeper understanding of the purposes and methods of historiography. (I, S)

Fitts, Dudley. *Poems from the Greek Anthology*. New York: New Directions, 1956. (Paperback)

These witty versions bring modern students in non-language humanities courses in contact with the treasures of ancient Greek epigrams, adding a dimension to their experience that would otherwise be denied them. (S)

Grene, David, and Lattimore, Richmond, eds. *Greek Tragedies*. 3 vols. Chicago: University of Chicago Press, Phoenix Books, 1969-70.

These Phoenix books, suitable for senior high school students, are attractive and inexpensive. The series includes: Vol. I – Aeschylus: *Agamemnon, Prometheus Bound;* Sophocles: *Oedipus the King, Antigone;* Euripides: *Hippolytus*. Vol. II – Aeschylus: *The Libation Bearers;* Sophocles: *Electra;* Euripides: *Iphigenia in Tauris, Electra, The Trojan Women*. Vol. III – Aeschylus: *The Eumenides;* Sophocles: *Philoctetes, Oedipus at Colonus;* Euripides: *The Bacchae, Alcestis*. (S)

Harsh, Philip Whaley, ed. *An Anthology of Roman Drama*. New York: Holt, Rinehart and Winston, 1960.

This collection consists of translations of: Plautus' *Menaechmi* and *Rudens;* Terence's *Phormio* and *Adelphoe;* and Seneca's *Medea, Phaedra,* and *Thyestes*. (S)

Lewis, Naphtali, and Reinhold, Meyer, eds. *Roman Civilization. Sourcebook I: The Republic. Sourcebook II: The Empire*. New York: Harper and Row, 1966. (Paperback)

These two volumes comprise a well-organized and comprehensive collection of primary sources in translation. Teachers will find them an invaluable reference tool, and students, with judicious guidance from the teacher, will learn how to make use of original materials. (I, S, T)

Lind, L.R., ed. *Latin Poetry in Verse Translation*. Boston: Houghton Mifflin, 1957. (Paperback)

This valuable anthology presents a great variety of extracts with all the best-known poetry represented. The selections cover all periods from early times to the Renaissance. (S)

Lucas, F.L., trans. *Greek Poetry*. Everyman's Library No. 611. London: J.M. Dent, 1966.

This survey of Greek poetry from the Homeric period to the sixth century AD omits Homer and the dramatists but includes a wide selection of other poetry, much of which is not easily available elsewhere. (S)

McDermott, William C., and Caldwell, Wallace E. *Readings in the History of the Ancient World*. 2nd ed. New York: Holt, Rinehart and Winston, 1970.

Dealing with the ancient Near East as well as with the classical world, this comprehensive handbook offers a wide range of translated primary materials useful in developing units on ancient history, religions, statesmen, societies, science, arts, and philosophy – from the pyramids and Gilgamesh to the late Roman Empire. (, S)

MacKendrick, Paul, and Howe, Herbert M. *Classics in Translation. Volume I: Greek Literature. Volume II: Latin Literature*. Madison: University of Wisconsin Press, 1966.

Each of these volumes covers a broad and representative range of genres in both poetry and prose. All the translations are in modern idiom. (S)

McLeish, Kenneth, ed. *Four Greek Plays*. The Heritage of Literature Series. London: Longman, 1964.

The four plays are Sophocles' *Oedipus the King* and *Antigone*, and Aristophanes' *The Acharnians* and *Peace*. All have been cut and to some extent rewritten, and are suitable for reading by students in the Intermediate Division. (I)

_____. *The Frogs and Other Greek Plays*. The Heritage of Literature Series. London: Longman, 1970.

These adaptions and modern translations of *The Frogs, The Birds, Prometheus Bound,* and *Medea* will be useful both for reading and staging. (I, S)

Robinson, C.A., Jr., ed. *An Anthology of Greek Drama*. 2 vols. New York: Holt, Rinehart and Winston, 1954.

Vol. I contains *Agamemnon, Oedipus the King, Antigone, Medea, Hippolytus,* and *Lysistrata*. Vol. II contains *Prometheus Bound, Choephoroe, Eumenides, Philoctetes, Oedipus at Colonus, The Trojan Women, The Bacchae, The Clouds,* and *The Frogs*. (S)

_____. *Selections from Greek and Roman Historians*. Classical Literature in Rinehart Editions. New York: Holt, Rinehart and Winston, 1957.

The editor offers some of the more significant passages on the great movements in ancient history. The book would be useful for a course or unit on classical historiography. For the younger reader some guidance would be necessary. (I, S)

Literary Criticism and Literary Histories

Skelton, Robin, ed. and trans. *Two Hundred Poems from the Greek Anthology.* Toronto: McClelland and Stewart, 1971.

Skelton has chosen selections on amatory, convivial, and satiric themes, and provides a free translation into contemporary English. His introduction outlines the sources and topics of the complete *Greek Anthology,* and notes the influence that Greek poetry has exerted on such English poets as Jonson and Donne. (S)

Stewart, Zeph, ed. *The Ancient World: Justice, Heroism, and Responsibility.* A Spectrum Book. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Using translations of primary sources extending from the Code of Hammurabi to the Institutes of Justinian, the editor illustrates ancient concepts of justice, heroism, and responsibility. (S)

Anderson, William S. *The Art of the Aeneid.* Landmarks in Literature Series. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

This introduction, written for the general reader, will be helpful both for senior Latin students and those studying the epic genre in translation. (S)

Baldry, H.C. *The Greek Tragic Theatre.* Ancient Culture and Society Series. London: Chatto & Windus, 1971.

This book attempts to recapture the complete experience of Greek tragedy. Of particular interest is Baldry's discussion of the differences among Aeschylus, Sophocles, and Euripides, as revealed by an analysis of their individual versions of Orestes' revenge. (S)

Beye, Charles Rowan. *The Iliad, the Odyssey and the Epic Tradition.* Garden City, N.Y.: Doubleday and Co., 1966. (Paperback)

This clearly written study examines oral poetry and epic technique, analyses the *Iliad,* the *Odyssey,* and the *Aeneid,* and concludes with a valuable survey of the most accessible and readable books on the Homeric epic. (S, T)

Bieber, Margaret. *The History of the Greek and Roman Theatre.* Princeton, N.J.: Princeton University Press, 1961.

Teachers presenting a course or unit on classical drama will find this book a rich source of information and interpretation. (S, T)

Bieler, Ludwig. *History of Roman Literature.* Toronto: Macmillan, 1966.

This is a condensed version adapted from the German by John Wilson. It will be found useful either in connection with senior Latin courses or with courses in classics in translation. (S)

Bowra, C.M. *From Virgil to Milton.* London: Macmillan, 1963 .

This book traces the epic tradition from Italy to England. Scholarly and detailed, it makes considerable demands on the reader, but would be valuable for the senior student or teacher exploring the relationship between Latin and English literature. The book is available in both hardcover and paperback editions. (S, T)

_____. *Ancient Greek Literature.* New York and Toronto: Oxford University Press, 1967. (Paperback)

Bowra's well-known survey begins with Homer and Hesiod and concludes in the fifth century A.D. Though brief, it offers many useful insights for the senior student. (S)

Bury, J.B. *The Ancient Greek Historians.* New York: Dover Publications, 1958.

This paperback reprint of the original 1908 essays will provide thematic help for the teacher of ancient history, classical civilizations, or classics courses both in the original languages and in translation, but may well prove too sophisticated for most students below university level. (S, T)

Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art.* 4th ed. New York: Dover Publications, 1951.

This paperback edition includes Butcher's critical text and translation of *The Poetics,* his essays on Aristotle's theory of poetry and the fine arts, and an introductory essay, *Aristotelian Literary Criticism,* by John Gassner. (S, T)

Camps, W.A. *An Introduction to Virgil's Aeneid.* London: Oxford University Press, 1969.

Teachers of senior Latin or of courses dealing with the classical epic in translation will find this book valuable both for their own use and that of advanced students. (S, T)

Clarke, Howard W. *The Art of the Odyssey.* Landmarks in Literature Series. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

Although intended for the general reader, this book is of interest for senior Latin or Greek students as well as those studying the epic genre in translation. (S)

Clarke, M.L. *Rhetoric at Rome.* London: Routledge and Kegan Paul, 1967.

This specialized book is one of the few that present a detailed account of Cicero's style and his place in Roman rhetoric. (S, T)

Collinge, N.E. *The Structure of Horace's Odes.* London: Oxford University Press, 1961.

The author's study of the odes involves detailed examination of Horace's use of words and images, the order of the odes, and the structure within them. (T)

Commager, Steele, ed. *Virgil: A Collection of Critical Essays.* Twentieth Century Views. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

This is a valuable collection of essays by such authorities as Perret, Bowra, Lewis, Otis, Poschl, and others. The teacher and the advanced senior student will find them illuminating. (S, T)

_____. *The Odes of Horace*. New Haven: Yale University Press, 1962; Bloomington, Ind.: Indiana University Press, 1967. (Paperback)

This readable discussion of the subject contains some sensitive translations. (S)

Copley, Frank O. *Latin Literature*. Ann Arbor: University of Michigan Press, 1969.

This clearly written outline will provide useful background for students of Latin, classical civilizations, and English literature. (S)

Distler, P.F. *Vergil and Vergiliana*. Chicago: Loyola University Press, 1966.

This book provides useful background to the study of Vergil. (S)

Duff, J. Wight. *A Literary History of Rome from the Origins to the Close of the Golden Age*. Edited by A.M. Duff. London: Ernest Benn, 1960.

This is a classic background text for the study of English literature as well as for that of Latin. It abounds with information and useful references. (S)

_____. *A Literary History of Rome in the Silver Age*. Edited by A.M. Duff. 3rd ed. London: Ernest Benn, 1964.

Though it deals with a literary period that has received scant attention in secondary school Latin courses, this is an invaluable resource for the senior student who is seriously interested in the scope of Roman literature. (S)

Flacelière, Robert. *A Literary History of Greece*. Translated by Douglas Garman. London: Elek Books, 1964.

A scholarly book useful for both teacher and senior students, this survey conveys the spirit of Greece through its main writers. (S, T)

Fraenkel, E. *Horace*. Oxford: Clarendon Press, 1957.

This highly technical discussion of Horace's poetry would appeal to the teacher rather than to the student. The discussions of some of the more difficult poems are particularly valuable. The book is available in both hardcover and paperback editions. (T)

Gaunt, D.M. *Surge and Thunder*. London: Oxford University Press, 1971. (Paperback)

The author has selected twenty passages from Homer's *Odyssey* for translation and critical appraisal. This book would be an excellent resource for a study of the Greek epic either in the original or in translation. (S)

Glen, R.S. *The Two Muses*. London: Macmillan, 1968.

The two muses are Melpomene and Thalia, and the author uses an examination of Greek tragedy and comedy as a means of moving toward an understanding of fifth-century Athens. (S)

Harrison, G.B., ed. *Julius Caesar in Shakespeare, Shaw and the Ancients*. New York: Harcourt, Brace & World, 1960. (Paperback)

In addition to providing the texts of the Shakespeare and Shaw plays, the editor gives extracts from the works of Plutarch (in the translation which Shakespeare himself used), Cicero, Suetonius, Appian, and Caesar himself. These extracts shed considerable light on Caesar as various people saw him. (I, S)

Highet, G. *Poets in a Landscape*. New York: Knopf, 1957.

This perspective study of the major Latin poets and the country they knew is a very useful book for both teachers and students. (S, T)

Jones, John. *On Aristotle and Greek Tragedy*. London: Chatto & Windus, 1968. (Paperback)

A discussion of Aristotle's *Poetics* provides the prelude to examinations of Aeschylus' *Oresteia*, Sophocles' *Electra, Ajax, Antigone, Oedipus the King*, and *Oedipus at Colonus*, and Euripides' *Electra*. (S)

Kitto, H.D.F. *Greek Tragedy*. University Paperbacks. London: Methuen & Co., 1966.

This is an excellent handbook for senior students. (S)

Lee, M. Owen. *Word, Sound and Image in the Odes of Horace*. Toronto: Clarke, Irwin and Company, 1969.

Students of Horace will find this study of the Horatian ode particularly stimulating. (S)

Murray, Gilbert. *Aristophanes: A Study*. Oxford: Oxford University Press, 1933.

Murray analyses Aristophanes' plays and finds him "devoted to three great subjects, peace, poetry and the philosophic criticism of life". (T)

_____. *The Rise of the Greek Epic*. London: Oxford University Press, 1960. (Paperback)

The teacher of Greek epic poetry will benefit greatly from a reading of Murray's Harvard lectures of 1907. (T)

Otis, Brooks. *Virgil: A Study in Civilized Poetry*. Oxford: Clarendon Press, 1964.

One of the best general discussions of Vergil, this book is technical but readable. It is most valuable for the teacher, but senior students might also find it helpful. (S, T)

_____. *Ovid as an Epic Poet*. Cambridge: Cambridge University Press, 1970.

This book will be of considerable interest to teachers but may be too specialized for secondary school students. (S, T)

Owen, E.T. *The Story of the Iliad*. Toronto: Clarke, Irwin, 1946. (Paperback)

This is Owen's analysis of "the poem that first taught the world how to tell a story greatly." It is a valuable resource for a study of the epic by senior students. (S)

Perret, Jacques. *Horace*. Translated by Bertha Humes. New York: New York University Press, 1964. (Paperback)

This is an intelligent and readable translation of Perret's scholarly appraisal of Horace. (S, T)

Poschl, Viktor. *The Art of Vergil*. Translated by Gerda Seligson. Ann Arbor: University of Michigan Press, 1962. (Paperback)

This stimulating critique analyses the progression of images and symbols in the *Aeneid*. The special attention paid to the characters of Aeneas, Dido, and Turnus makes the book very relevant for the Latin literature curriculum. Translations of the frequent Latin quotations make this mature discussion accessible to senior students. (S)

Putnam, M.C.J. *The Poetry of the Aeneid*. Cambridge, Mass.: Harvard University Press, 1965.

This sensitive, detailed account will be especially valuable for teachers and senior students. (S, T)

Quinn, Kenneth. *Latin Explorations*. London: Routledge and Kegan Paul, 1963.

Several sections of this attractive book of essays are relevant to senior work. The sections on Dido, on the dramatic monologue in Horace's *Odes*, and on the short Latin poem as a form will be of special interest. (S)

Historical Background

_____. *Virgil's Aeneid: A Critical Description.* London: Routledge and Kegan Paul, 1968.

This helpful analysis would be useful for the teacher or senior student. (S, T)

_____. *The Catullan Revolution.* Ann Arbor: University of Michigan Press, 1969. (Paperback)

"This book deals mainly with literary criticism. Its object is to assess in general terms the shape of a new movement in poetry that began in Rome around Catullus, and the impact of that movement on the subsequent course of Roman poetry." (S)

Rolfe, J.C. *Cicero and His Influence.* Our Debt to Greece and Rome Series. New York: Cooper Square, 1930. (S)

Steiner, George, and Fogles, Robert. *Homer: A Collection of Critical Essays.* Twentieth Century Views. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

The range of authors is too broad for listing, but no teacher of Greek or of classics in translation should be without this book. Many of the essays are quite within the reach of senior students. (S, T)

Storrs, R., ed. *Ad Pyrrham.* London: Oxford University Press, 1959.

This highly specialized book includes translations of Horace's *Odes* I.5 into several languages. It is especially valuable for a study involving a comparison of translations. (S)

Thomas, C.G., ed. *Homer's History.* European Problem Studies. New York: Holt, Rinehart and Winston, 1970.

This is a series of articles dealing with various aspects of the Homeric question. It is an interesting resource book for the teacher and for mature senior students. (S, T)

Thorpe, Martin. *Homer.* Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

This book fills a real need at the secondary school level. Students taking Greek or classical humanities courses will enjoy Thorpe's examination of the background of the Homeric epics, the heroic ideals they express, and Homer's epic style. (I, S)

Walsh, P.G. *Livy: His Historical Aims and Methods.* Cambridge: Cambridge University Press, 1961.

This is primarily a book for the teacher of senior Latin or of a classical humanities unit in historiography. (T)

Wilkinson, L.P. *Golden Latin Artistry.* Cambridge: Cambridge University Press, 1962.

This book presents a readable, detailed discussion of the technical aspects of Latin poetry and prose. It covers the sounds, rhythms, and structure of the language, and would be useful for the teacher and senior student. (S, T)

_____. *Horace and His Lyric Poetry.* Cambridge: Cambridge University Press, 1968. (Paperback)

This useful book will give senior students many insights into the consummate artistry of the odes. (S)

Williams, Gordon. *The Nature of Roman Poetry.* London: Oxford University Press, 1970.

This abbreviated and simplified version of Williams' *Tradition and Originality in Roman Poetry* will be of great value for the teacher but is probably too sophisticated for most students even at the Honour Graduation level. (T)

Williams, R. Deryck. *Aeneas and the Roman Hero.* Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

Students reading the *Aeneid,* either in the original or in translation, will enjoy this overview and appreciation of the poem. The character and actions of Aeneas are examined in relation to the national aspirations of Romans in the Augustan period. This book, like others in the series, was written especially for secondary school students. (I, S)

Andrewes, A. *The Greek Tyrants.* Classical History and Literature. London: Hutchinson University Library, 1956.

The author discusses the implications that the word *tyrant* held for the Greeks and explores the military, economic, political, and social conditions that attended the rise and fall of the Greek tyrannies of the seventh and sixth centuries. (S)

Balsdon, J.P.V.D. *Julius Caesar and Rome.* Harmondsworth, Middlesex: Penguin Books, 1967. (Paperback)

This volume, written for the general reader, presents a relatively brief account of Caesar's career and achievements. (I, S)

Barr, Stringfellow. *The Will of Zeus.* Philadelphia: J.B. Lippincott Co., 1961.

This history of Hellas emphasizes culture, individual figures, and the Greek mind. (I, S)

Bloch, R. *The Etruscans.* Ancient Peoples and Places Series. London: Thames and Hudson, 1958. (S)

Boren, Henry C. *The Roman Republic.* Princeton, N.J.: D. Van Nostrand Co., 1965. (Paperback)

The first half of this pocketbook presents a sketch of Roman history up to the battle of Actium; the second half consists of readings in translation from primary sources, giving an historical survey and throwing light on the civilization of Republican Rome. (I, S)

Brady, S.G. *Caesar's Gallic Campaign.* Harrisburg, Pa.: Stackpole, 1947.

This book presents a useful military analysis of the campaign. It could be especially useful if read in conjunction with the book by Fuller listed later in this section. (S)

Brunt, P.A., and Moore, J.M., eds. *Res Gestae Divi Augusti.* London: Oxford University Press, 1967.

This Latin text contains notes, commentary, and translation. (S, T)

Bury, J.B. *A History of Greece.* 3rd ed. London: Macmillan, 1951.

This is one of the standard histories of Greece. Its helpful index adds to its value as a reference book. (S)

Cairns, Trevor. *The Romans and Their Empire.* Cambridge Introduction to the History of Mankind, Book 2. Cambridge: Cambridge University Press, 1970.

This history, intended for the younger reader, presents an interesting survey of the Empire from its earliest beginnings to its collapse. Many illustrations, some in full colour, would make it a useful reference for beginners in Latin. (I)

Cary, M. *A History of the Greek World from 323 to 146 B.C.* 2nd ed. Methuen's History of the Greek and Roman World, III. London: Methuen & Co., 1951.

Cary's account of the Hellenistic age includes surveys of Hellenistic art, language and literature, science, philosophy, and religion. (S)

Chambers, Mortimer, ed. *The Fall of Rome.* 2nd ed. European Problem Studies. New York: Holt, Rinehart and Winston, 1970.

Chambers has assembled selections from the writings of thirteen eminent historians, including Gibbon, Bury, Finley, Salmon, Frank, and Rostovtzeff, in order to present a variety of points of view on an intricate problem. (S)

Charlesworth, M.P. *The Roman Empire.* London: Oxford University Press, 1951. (Paperback)

This book is an especially useful account of the growth of the Empire. (S)

Cottrell, Leonard. *Enemy of Rome.* London: Evans Brothers, 1965. (Paperback)

This book presents an interesting account of Hannibal's accomplishments as viewed by the author who personally travelled in the footsteps of the famous general from Carthage to Rome. It is enhanced by excellent photographs and illustrations. (I, S)

Cowell, F.R. *Cicero and the Roman Republic.* Harmondsworth, Middlesex: Penguin Books, 1956. (Paperback)

This is a useful account of Cicero's life and times. (S)

De Beer, Sir Gavin. *Hannibal's March.* London: Sidgwick & Jackson, 1967.

This definitive study, written in a readily accessible style, will appeal to all students who enjoy a bold tale of adventure and fearless heroism. Useful to back up a Latin course, this book may also find a place in classical civilizations units. (I, S)

Dorey, T.A., and Dudley, D.R. *Rome Against Carthage.* Garden City, N.Y.: Doubleday and Co., 1972.

A reliable and indispensable history for teachers of Livy, this book will also satisfy the needs of senior students. (S, T)

Forrest, W.G. *A History of Sparta, 950-192 B.C.* Classical History and Literature. London: Hutchinson University Library, 1968.

While this authoritative and concise monograph may be too sophisticated for most precollege students, it may be found useful by teachers of classical civilizations courses or even by mature senior students. (S, T)

Fuller, J.F.C. *Julius Caesar: Man, Soldier and Tyrant.* London: Eyre and Spottiswoode, 1965.

Written by an experienced military historian, this book gives a useful account of Caesar. (S)

Green, Roger Lancelyn. *Ancient Greece.* 2nd ed. The Young Historian Books. London: Rubert Hart-Davis Educational Publications, 1969.

This book deals with nine important Greek cities – Mycanae, Sparta, Athens, Epidaurus, Olympia, Delphi, Eleusis, Delos, and Corinth. It describes the historical sites and explains briefly the part that each played in the history of Greece. (I)

Gruen, Erich S., ed. *Imperialism in the Roman Republic.* European Problem Studies. New York: Holt, Rinehart and Winston, 1970.

Hardy, W.G. *Our Heritage from the Past.* Toronto: McClelland and Stewart, 1964.

This book presents a clearly written account of the rise and fall of Greece and Rome and their influence on later civilization. (I, S)

Hardy, W.G., and Gwynne-Timothy, J.R.W. *Journey into the Past.* Toronto: McClelland and Stewart, 1971.

This first-class reference book includes a helpful section on the primitive civilizations and a good panorama of European development up to the sixteenth century. (S)

Heichelheim, Fritz M., and Yeo, Cedric A. *A History of the Roman People.* Englewood Cliffs, N.J.: Prentice-Hall, 1962.

This book begins with prehistory in Italy and concludes with the death of Constantine and a brief epilogue on Byzantium. It would be a useful reference text on the socio-economic, political, and military background of Rome and on Roman religion, literature, law, and art. (I, S)

Jones, A.H.M. *Augustus.* Ancient Culture and Society. London: Chatto & Windus, 1970.

The author's study of Augustus includes a realistic analysis of his internal and external policy against the background of the historical events of that age. (S)

Laistner, M.L.W. *A History of the Greek World from 479 to 323 BC.* 3rd ed. Methuen's History of the Greek and Roman World, II. London: Methuen & Co., 1957.

Laistner's history extends from the end of the Persian Wars to the death of Alexander. It includes chapters on Greek warfare, government, economic life, art and music, literature, science and philosophy, and religion. (S)

Marsh, Frank Burr. *A History of the Roman World from 146 to 30 BC.* 3rd rev. ed., with additional notes by H.H. Scullard. London: Methuen & Co., 1963. (Paperback)

Marsh's original text remains unaltered, but Scullard's notes take account of new evidence and research up to 1962. (S)

Marsh, Henry. *The Caesars.* Newton Abbott, Eng.: David & Charles, 1972.

Subtitled *The Roman Empire and Its Rulers,* this book traces in clear language the history and civilization of the Empire. Although the book contains no illustrations, its format is handy for student use. It would be particularly useful in classical civilizations courses, and some of the new Latin language courses. (I, S)

McEvedy, Colin, and McEvedy, Sarah. *From the Beginning to Alexander the Great.* The Atlas of World History, I. London: Rupert Hart-Davis Educational Publications, 1970.

This survey includes interesting related discussions on such matters as coins and hieroglyphics. The illustrations are effective and the book could be used with teacher help in the Junior Division. (J)

Mellersh, H.E.L. *Carthage.* The Young Historian Books. London: Weidenfeld and Nicolson, 1963.

This volume provides good background for the study of Livy. (I, S)

____. *Imperial Rome.* The Young Historian Books. London: Weidenfeld & Nicolson, 1965.

This volume traces the history of the Roman emperors from Augustus to Constantine. Two brief chapters deal cursorily with aspects of daily life in Rome and in Britain. (I)

Mills, Dorothy. *The Book of the Ancient Greeks.* New York: G.P. Putnam's Sons, 1925.

Though inevitably somewhat dated, Miss Mills' book still offers a useful and appealing introduction to the history and civilization of ancient Greece and its contribution to the Western world. (I, S)

_____. *The Book of the Ancient Romans.* New York: G.P. Putnam's Sons, 1937.

This book traces the history and civilization of Rome from the traditional date of the founding of the city to its fall in 476 AD. It also gives a detailed résumé of outstanding leaders and events related to all periods. The book contains a number of excellent photographs. (I, S)

Parker, H.M.D. *A History of the Roman World from AD 138 to 337.* 2nd rev. ed., with additional notes by B.H. Warmington. Methuen's History of the Greek and Roman World, VII. London: Methuen & Co., 1958.

This is the concluding volume in Methuen's valuable *History of the Greek and Roman World.* (S)

Parry, Hugh. *Civilizations at War: The Struggle Between Greece and Persia.* Toronto: Macmillan of Canada, 1969.

This scholarly handbook focuses on one significant event in European history to present the relevant data and significant issues. (S)

_____. *The Individual and His Society: Alcibiades – Greek Patriot or Traitor?* Toronto: Macmillan of Canada, 1969.

In this stimulating book, the "riddle" of Alcibiades is set out in biographical and historical narrative and placed against modern social and political issues. The book and its challenging theme could find a significant place in courses on classical civilizations or ancient history. (S)

_____. *Julius Caesar: The Legend and the Man.* Toronto: Macmillan of Canada, 1972.

This provocative and useful study investigates relevant ancient texts in translation, and, through well-conceived questions, allows the student to form and test his own opinions on this enigmatic figure. (S)

_____. *Order and Revolution: Cicero and the Conspiracy of Catiline.* Toronto: Macmillan of Canada, 1972.

A clear, concise, accurate study of the relevant texts in translation, this book will be of great assistance to the student in courses on classical civilizations or Latin language. (S)

Pike, E.R. *Republican Rome.* The Young Historian Books. London: Weidenfeld and Nicolson, 1966.

The Republican period is well described in this readable account. (I)

Ricker, John C., and Saywell, John T. *The Emergence of Europe.* The Story of Western Man. Toronto: Clarke, Irwin & Co., 1968.

This is a useful reference book for classical civilization students who are looking for the sources and developmental patterns of Western ideas and society. (S)

Rossi, Lino. *Trajan's Column and the Dacian Wars.* English translation revised by J.M.C. Toynbee. Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1971.

This book will supply useful background information for the teacher. (S, T)

Rostovtzeff, M. *Rome.* New York: Oxford University Press, 1960. (Paperback)

This is a good general history of Rome, useful for reference. (S)

Rowell, Henry Thompson. *Rome in the Augustan Age.* The Centres of Civilization Series. Norman, Okla.: University of Oklahoma Press, 1962.

How Augustus gained power, how he exercised it, and what impact it had on the thought and living experience of his day are the themes of this authoritative study useful to the student of classical literature and civilization. (S)

Salmon, Edward T. *A History of the Roman World from 30 BC to AD 138.* 6th ed. Methuen's History of the Greek and Roman World, I. London: Methuen & Co., 1968.

This history of the early Empire has been kept up to date through several editions since it appeared in 1944. (S)

Scullard, Howard H. *A History of the Roman World from 753 to 146 B.C.* 3rd ed. Methuen's History of the Greek and Roman World, IV. London: Methuen & Co., 1961.

This edition of Scullard's well-known history has been revised by him in the light of the work done in Roman history since the book's original publication in 1934. (S)

_____. *From the Gracchi to Nero.* London: Methuen and Co., 1963. (Paperback)

This readable history of the transition from republic to empire would be a useful background to the literature of the classical period. (S)

_____. *Scipio Africanus: Soldier and Politician.* Aspects of Greek and Roman Life. Bristol: Thames and Hudson, 1970.

Scipio is seen as a hero who vanquished Hannibal not so much through the fortunate outcome of a battle as through personal endurance, determination, and genius. (S)

Taylor, L.R. *Party Politics in the Age of Caesar.* Berkeley, Cal.: University of California Press, 1949.

This well-known study provides a good introduction to the political system in which Cicero and Caesar flourished. (S)

Tingay, Graham. *From Caesar to the Saxons.* London: Longman, 1969. (Paperback)

This profusely illustrated account of Roman Britain was written for British secondary school students. It includes evidence from literary sources, from inscriptions, and from archaeology. (I, S)

Walbank, F.W. *The Awful Revolution.* Toronto: University of Toronto Press, 1969.

The author, a respected authority, sets out in perceptive detail the unhappy story of the decline of the Roman Empire, taking time to indicate how the decline affected the populace at large. (I, S)

Whittle, Tyler. *The Birth of Greece.* History in Pictures, Book 1. London: Heinemann, 1971.

_____. *The World of Classical Greece.* History in Pictures, Book 2. London: Heinemann, 1971.

_____. *Royal and Republican Rome.* History in Pictures, Book 3. London: Heinemann, 1972.

Numerous black and white illustrations dominate the preceding three books which are designed for students aged ten to thirteen. The text is slight and would need amplification. (J, I)

Wilkins, Frances. *Ancient Crete.* The Young Historian Books. London: Weidenfeld and Nicolson, 1966.

In this account of Evans' discoveries on Crete, chapters are devoted to Evans himself, a description of the palace at Knossos, the wall paintings, bull-leaping, and the Cretan mother-goddess. It is a very useful book for individual or group research. There are forty black-and-white illustrations. (I, S)

Studies in Classical Civilizations

Abbott, F.F. *Roman Politics.* Our Debt to Greece and Rome Series. New York: Cooper Square, 1963.

This interesting discussion of some of the problems of Roman politics makes comparisons between modern and ancient politics. (S)

Andrewes, Antony. *Greek Society.* Harmondsworth, Middlesex: Penguin Books, 1967. (Paperback)

Students of classical civilization will find this book readable and informative. It conveys the character and ambience of Greek society very effectively. (S)

Arnott, Peter. *Introduction to the Roman World.* London: Sphere Books, 1972.

Although the approach is chronological, the emphasis of this book is upon Roman society in its various stages of growth and upon its cultural expression. The style is clear and lively. (I, S)

Bailey, C., ed. *The Legacy of Rome.* Oxford: Clarendon Press, 1923.

Although this is an older book, its essays on a wide variety of topics are still useful. (S)

Barrow, R.H. *The Romans.* Harmondsworth, Middlesex: Penguin Books, 1949. (Paperback)

This paperback provides valuable background material for a study of the history, politics, and literature of the late Republic and the Empire. (S)

Barrow, Robin. *Athenian Democracy: The Triumph and the Folly.* Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

The book's subtitle suggests the balanced view that Barrow presents. Liberal quotations from original sources, especially from Aristophanes, add authenticity to this account of Athenian democracy. Secondary school students will read it with enjoyment. (I, S)

Bentley, J.D. *The Ancient Olympic Games.* Round the World Histories Series. Amersham, Bucks: Hulton Educational Publications, 1970.

This short story describes how a fourteen-year-old boy's visit to the Olympics inspired him to become a champion discus thrower. The narrative includes considerable detail about the organization and ethical practices at Olympia. (J, I)

Birley, Anthony. *Imperial Rome.* London: Lutterworth Press, 1970.

This very readable tour of Imperial Rome in 330 AD gives quite detailed descriptions of all parts of the city at that time. There are many reconstructions in black and white and colour. (I, S)

Bolton, James. *Ancient Crete and Mycenae.* Then and There Series. London: Longman, 1968.

This paperback presents a thorough and concise discussion of the topic. Excavations at Knossos and Mycenae are outlined; the discoveries are discussed in relation to the social and/or historical insights they provide. This book would be an especially valuable reference for an archaeology unit in a classical civilizations course. (I, S)

Bonnard, André. *Greek Civilization.* Vol. II. Translated by A. Lytton Sells. London: George Allen and Unwin, 1962.

The second volume of Bonnard's valuable study contains chapters on the Antigone, marble and bronze sculpture, early Greek science, Sophocles, Pindar, Herodotus, Hippocrates, Aristophanes, and Socrates. There are many fine photogravure plates. (S, T)

Bowra, C.M., and the Editors of Time-Life Books. *Classical Greece.* Great Ages of Man. New York: Time-Life Books, 1965.

This well-known volume combines an authoritative and very readable text with superb, often dramatic illustrations. (I, S)

Brunt, P.A. *Social Conflicts in the Roman Republic.* Ancient Culture and Society. London: Chatto & Windus, 1971.

This will be a useful book for the teacher or for the senior student who wishes to understand social and political developments in the Republic. (S, T)

Burford, Alison. *Craftsmen in Greek and Roman Society.* Aspects of Greek and Roman Life. London: Thames and Hudson, 1972.

This is an interesting survey of the social and economic position of the craftsman in classical society. (I, S)

Burland, C.A. *Ancient Rome.* London: Hulton Educational Publications, 1958.

Useful for introductory courses or units in classical civilization, this handy little book touches on a myriad specific facets of life and culture in the imperial city. Although the book contains a few small errors of fact, it is still enormously useful and owes much of its value to its ingenious index and clarity of style. (P, J)

Cambridge School Classics Project Foundation Course. Folders I and II. London: Cambridge University Press, 1972.

These are the first two folders of a series of five designed for students aged eleven to thirteen. The titles are *Troy and the Early Greeks* and *Gods of Mount Olympus.* The kits include drawings, photographs, information sheets, and work cards. Duplicator masters are available for the work cards. The kits are also useful as a teacher's guide. (J, I)

Carcopino, Jérôme. *Daily Life in Ancient Rome.* Harmondsworth, Middlesex: Penguin Books, 1956. (Paperback)

Carcopino's well-known study of Roman life in the first century AD should be available to all students of Latin and of Roman civilization. (I, S)

Carrington, Richard. *Ancient Greece.* Dawn of History Series, Book 5. London: Chatto & Windus, 1970.

An illustrated presentation of the most important facets of Greek life, this book should prove of special interest to young students involved in classical civilizations courses. (I)

_____. *Ancient Rome.* Dawn of History Series, Book 6. London: Chatto & Windus, 1970.

This is a well-illustrated survey of some of the most outstanding aspects of Roman life. Easily readable, it should be of special value to students beginning the study of Latin. (I)

Chamoux, François. *The Civilization of Greece.* Translated by W.S. Maguinness. London: George Allen & Unwin, 1965.

This is an outstanding study of archaic and classical Hellenism, with emphasis on the themes of war, the city-state, the birth of literary forms, and the role and position of the artist in society. There are many excellent and annotated black-and-white illustrations. (S, T)

Church, A.J. *Roman Life in the Days of Cicero.* New York: Biblo and Tannen, 1966.

These sketches, based on Cicero's letters and speeches, are readable and provide a useful background. (I, S)

Claster, Jill N., ed. *Athenian Democracy.* European Problem Studies. New York: Holt, Rinehart and Winston, 1967.

In this series of articles, the major issue is Athenian democracy, its character, and its collapse. There are interesting articles on slavery, Thucydides, and the corruption of democratic institutions. (S)

Cottrell, Leonard. *Life Under the Pharaohs.* London: Evans Brothers, 1962.

This "imaginative reconstruction" of the daily life of the ancient Egyptians will appeal especially to students in the Intermediate Division. (I, S)

Cowell, F.R. *Cicero and the Roman Republic.* London: Penguin Books, 1956. (Paperback)

This is a useful account of Cicero's life and times. (S)

_____. *Everyday Life in Ancient Rome.* London: B.T. Batsford, 1961.

This excellent account of the various aspects of Roman life deals with such topics as growing up in Rome, family life, slavery, earning a living, use of leisure hours, and religion. (I, S)

De Burgh, W.G. *The Legacy of the Ancient World.* Harmondsworth, Middlesex: Penguin Books, 1961. (Paperback)

This excellent text presents an extensive review of the contributions of ancient and medieval civilizations to the modern world. Designed primarily for those unacquainted with the history of the ancient world, it offers also three valuable appendices on civilization, humanism, and bibliographical references. (S)

Dilke, O.A.W. *The Roman Land Surveyors.* Newton Abbot, Eng.: David & Charles, 1971.

This introduction to Roman surveying and land use is detailed and technical and would be a valuable resource for the teacher and senior student. It explores survey techniques and instruments, maps, approaches to land division, and many other aspects of the subject. It is illustrated with maps, line-drawings, photographs, and other pictures. (S, T)

Dudley, Donald R. *The Civilization of Rome.* New York: New American Library, 1960. (Paperback)

This paperback presents a readable and informative account of the topic. (S)

_____. *The World of Tacitus.* Boston: Little, Brown and Company, 1968.

Although Tacitus is the focal figure of this study, the author takes us beyond to a broad coverage of the society of the early Roman Empire, its politics, its army, its personalities, the provinces, the capital, and the frontiers. (S)

Durant, Will. *The Story of Civilization.* Vol. III: *Caesar and Christ.* New York: Simon and Schuster, 1944.

This volume takes a detailed look at every facet of Roman civilization from the days of the Etruscans to the establishment of Christianity. Easily readable, it is an excellent source of reference for both student and teacher. (I, S)

_____. *The Story of Civilization.* Vol. II: *The Life of Greece. New York: Simon and Schuster, 1966.*

In this rather large volume, the author tells the story of Greece from the time of Crete's control of the Aegean to the time when Rome took control of the Greek world. The book is essentially a recreation of Greek culture in the well-written prose of Durant. It is an especially good account for the teacher or the mature senior student. (S, T)

Easton, Stewart C. *The Heritage of the Ancient World.* 2nd ed. New York: Holt, Rinehart and Winston, 1970.

A wealth of information on both Greece and Rome will be found in this well-balanced reference book. (I, S)

Erman, Adolf. *Life in Ancient Egypt.* Translated by H.M. Tirard. New York: Dover Publications, 1971.

This is a very thorough and comprehensive treatment of most aspects of life in ancient Egypt. It includes social, political, and economic history as well as some discussion of art and literature. It could be especially valuable as background reading for the teacher. (S, T)

Fenton, Edwin, and Good, John M. *The Humanities in Three Cities.* New York: Holt, Rinehart and Winston, 1969.

This course is a search for the good man, the good life, and the good society through sixty-two readings on Athens, Florence, and New York. Through these readings the student is asked to identify problems, develop hypotheses, and draw his.own conclusions from the evidence provided. (S)

Finley, M.J. *The Ancient Greeks.* New York: Viking Press, 1963.

This is a clearly written and informative analysis of the civilization of ancient Greece. It includes chapters on the city-state, literature, science and philosophy, architecture, sculpture and painting. It is available in both hardcover and paperback editions. (S, T)

Foster, G. *Augustus Caesar's World.* New York: Scribner, 1947.

This attractive and well-illustrated book provides a picture of life and times in the reign of Augustus. (I, S)

Gardiner, E. Norman. *Athletics of the Ancient World.* Oxford: Clarendon Press, 1930.

This is a valuable resource book for students making a study of Greek and Roman athletics. The abundant illustrations are mainly from vase paintings. (I, S)

Grant, Michael. *The World of Rome.* London: Sphere Books, 1974.

After a brief historical sketch, Grant deals with the Roman political and cultural achievement under the following headings: State and Society, Beliefs, and Literature and the Arts. (S, T)

_____. *The Armies of the Caesars.* New York: Scribner, 1974.

This is a dramatic and readable account of the rise of the imperial military machine and its mutual interdependence with the Roman emperors. Good for scholar and interested general reader alike. (S, T)

Hadas, Moses, and the Editors of Time-Life Books. *Imperial Rome.* Great Ages of Man Series. New York: Time-Life Books, 1965.

A useful general account of the period is presented together with some fine illustrations, especially of Roman painting. (I, S)

Hodge, Peter. *The Roman House.* Aspects of Roman Life Series. London: Longman, 1971. (Paperback)

This attractive booklet will easily hold the interest of elementary school students. There are many good illustrations. (J, I)

_____. *Roman Towns.* Aspects of Roman Life Series. London: Longman, 1972. (Paperback)

Like the other books in this series, this one features an attractive format with an abundance of pictures, brief explanatory notes, and suggestions for questions and further activities. (I, J)

Johnson, Dorothy M. *Greece: Wonderland of the Past and Present.* New York: Dodd, Mead & Co., 1964.

A clear account is presented of the geography, legends, history, politics, religion, and education of classical and modern Greece. The book also outlines the origins of our heritage in many fields. There is a number of good illustrations. (J, I)

Johnston, Mary. *Roman Life.* Glenview, Ill.: Scott, Foresman and Co., 1957.

This volume presents, with readable text and black-and-white pictures, a good introduction to life in everyday Rome. (I, S)

Judson, H.P. *Caesar's Army.* New York: Biblo and Tannen, 1888.

This book discusses the organization, equipment, and strategy of Caesar's army.

Kennedy, E.C., and White, G.W. *S.P.Q.R.* London: Macmillan, 1944.

This small book outlines the history of Rome and its mythology as well as life in Rome in the early empire as seen through the eyes of a young Roman boy. (I)

Kitto, H.D.F. *The Greeks.* Harmondsworth, Middlesex: Penguin Books, 1957. (Paperback)

This very readable book provides valuable information about Greek character and culture. (I, S)

Kurtz, Donna C., and Boardman, John. *Greek Burial Customs.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1971.

This survey of Greek burial practices from the end of the Bronze Age to the Hellenistic period draws upon evidence from excavations, ancient representations, inscriptions, and literature. Teachers and senior students will find it of great interest. (S, T)

Lacey, W.K. *The Family in Classical Greece.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1968.

Lacey's scholarly and thorough study of the ancient Greek family provides valuable background information for the teacher of Greek civilization, literature, and art. Senior students may also find it a useful reference work. (S, T)

Lacey, W.K., and Wilson, B.W.J.G. *Res Publica.* London: Oxford University Press, 1970.

The authors have translated into English a great many selections from the writings of Cicero that throw light upon Roman politics and society during the last years of the Republic. (S, T)

Lamprey, L. *Children of Ancient Gaul.* New York: Biblo and Tannen, 1960.

_____. *Children of Ancient Rome.* New York: Biblo and Tannen, 1960.

These two books provide, in a fictionalized form, much valuable information about ancient Roman and provincial life. (I)

McLeish, Kenneth. *Greek Exploration and Seafaring.* Aspects of Greek Life Series. London: Longman, 1972. (Paperback)

Students aged ten to twelve will especially enjoy this cleverly designed booklet with its many pictures and readable text. (P, J, I)

Miller, Shane. *The Romans.* Life Long Ago Series. New York: Coward, McCann & Geoghegan, 1963.

A journey through the Mediterranean world at the height of the Roman Empire. (J, I)

Milliken, E.K. *The Greek People.* London: George G. Harrap & Co., 1970.

This text deals with the most important social and political aspects of the life of the Greek people. It also provides review tests and valuable suggestions for projects relevant to a study of the Greek world. (I)

_____. *The Roman People.* London: George G. Harrap & Co., 1970.

This book examines many aspects of Roman life (social, political, religious, and military) and provides a brief survey of Roman history from its beginnings in 410 AD. It includes numerous charts and illustrations that would be especially useful for an Intermediate Division Classical Foundation course. (I)

Mireaux, Emile. *Daily Life in the Time of Homer.* Translated from the French by Iris Sells. London: George Allen & Unwin, 1959.

A vivid presentation of details of life in the seventh and eighth centuries BC that will make Homer more interesting to the secondary school student. (I, S)

Parry, Hugh. *Ideals of Education: Spartan Warrior and Athenian All-round Man.* Toronto: Macmillan of Canada, 1969.

This handbook presents the two competitive educational systems of classical Greece, and challenges the student to weigh and evaluate their respective benefits and inadequacies. (S)

_____. *People as Possessions: Master and Slave in the Roman World.* Toronto: Macmillan of Canada, 1972.

This invaluable reference book will enable students of classical civilization to evaluate for themselves a fundamental phenomenon of ancient life and society. (S)

Robinson, Charles Alexander, Jr. *Athens in the Age of Pericles.* The Centres of Civilization Series. Norman, Okla.: University of Oklahoma Press, 1959.

This book should help the student of Athenian civilization get the feel of Athens and the outlook of men at the time of Pericles. (S)

Roman Britain. Holmes McDougall Changing World History Series, Unit 7. Edinburgh: Holmes McDougall, 1970.

This very brief account of life in the northern areas of Roman Britain includes many black-and-white illustrations. (J, I)

Sargent, Michael. *Mycenae.* Aspects of Greek Life Series. London: Longman, 1972. (Paperback)

This is one of a series of attractive booklets designed for use in foundation courses in Greek and Roman civilization for elementary school students. On almost every page there are photographs of artefacts, reconstructions, and interesting ruins. There are also suggestions for discussion and appropriate follow-up activities. (J, I)

Scullard, H.H. *The Etruscan Cities and Rome.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1967.

While Chapter 9 ("Etruscan Rome") and Chapter 10 ("Rome and the Etruscans") may prove most useful for classroom purposes, some students interested in probing more deeply will find the earlier chapters to be just as helpful and fascinating. (I, S)

Sheppard, E.J. *Ancient Athens.* Then and There Series. London: Longman, 1967.

This paperback concisely discusses Greek festivals, home life, education, occupations, and politics. It is modestly illustrated in black and white. (I)

Sherwin-White, Nicholas. *Ancient Rome.* Then and There Series. London: Longman, 1959.

This simply written booklet will be of interest to the young student beginning classical studies. (J, I)

Snodgrass, A.M. *Arms and Armour of the Greeks.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1967.

This manual will serve well the interests of students in both classical language and classical civilization courses. The historical treatment covers the Mycenaean to Hellenistic ages. (I, S)

Starr, Chester G. *The Ancient Greeks.* New York: Oxford University Press, 1971.

This is an excellent, scholarly treatment of Greek civilization, providing time charts, valuable translations of works of the major Greek writers, further reading suggestions, and a glossary. The text features colour plates and maps and provides accurate information on recent archaeological discoveries. (I, S)

_____. *The Ancient Romans.* New York: Oxford University Press, 1971.

This is a simplified but clear resource book for courses on Latin and ancient civilizations. It includes a topical bibliography, a glossary, and excellent illustrations. (I, S)

Stobart, J.C. *The Glory That Was Greece.* Edited and revised by R.J. Hopper. 4th ed. London: Sidgwick & Jackson, 1964.

This well-known and much-used handbook is also available in paperback form. Copiously illustrated, this book will be of interest to any student of Greece. (I, S)

_____. *The Grandeur That Was Rome.* Edited and revised by W.S. Maguinness and H.H. Scullard. 4th ed. London: Sidgwick & Jackson, 1961.

This well-known work is both a commentary on the history of Rome and an assessment of Rome's achievement and contribution to Western civilization. The full-page black-and-white photographs by Nash are outstanding. (I, S)

Taylor, Boswell, ed. *Ancient Egyptians.* Picture Reference 14. Leicester: Brockhampton Press, 1970.

This reference book presents many detailed illustrations related to all aspects of Egyptian life. Excellent brief notes describing the pictures will be valuable to students in classical civilization courses. (I)

_____. *Ancient Romans.* Picture Reference 17. Leicester: Brockhampton Press, 1970.

This reference book, of special interest to beginning Latin students, presents many excellent illustrations relating to all aspects of ancient Roman life. Accompanying these illustrations are accurate descriptive notes. (I)

_____. *Arms and Armour.* Picture Reference 21. Leicester: Brockhampton Press, 1973.

This book offers authentic and accurate background material relating to weapons designed in the Bronze Age, and modified throughout the years to modern times. The many excellent illustrations should make it of special value to students in classical civilization courses. (I)

Taylor, David. *Cicero and Rome.* Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

An outline of Cicero's career serves to introduce the secondary school student to Roman politics during the last years of the Republic. There are numerous quotations from original sources, especially from Cicero's letters. (S)

Tingay, G.I.F., and Babcock, J. *These Were the Romans.* Amersham, Bucks.: Hulton Educational Publications, 1972.

This well-composed, clearly written and well illustrated book will be of interest to students of Latin and of classical civilization. (J, I, S)

Treble, H.A., and King, H.M. *Everyday Life in Rome.* Oxford: Clarendon Press, 1930.

This publication is still valuable as an introduction to life in Rome. (I, S)

Watson, G.R. *The Roman Soldier.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1969.

This useful reference book brings together much interesting background information for all classics students. (J, I, S)

Weisgard, Leonard. *The Athenians.* Life Long Ago Series. New York: Coward-McCann & Geoghegan, 1963.

In this "re-creation through pictures and text of life in the classical period", we follow Timotheus through a day's round of activities among the people of the first democracy. A detailed work, likely to satisfy the needs of students of the classics. (J, I)

White, J.E. Manchip. *Ancient Egypt.* New York: Dover Publications, 1970.

This book is meant to serve as an introduction to Egyptology. Each chapter is devoted to a different aspect of Egyptian life (e.g., the priest, the pharaoh, the architect, the commoner). (I, S)

White, K.D. *Roman Farming.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1970.

Few secondary school students will persevere through this exhaustive and well-documented treatise, but the teacher will find it an invaluable reference book for specific and often fascinating information about many aspects of Roman farming. (I, S, T)

Workman, B.K. *They Saw It Happen in Classical Times.* Oxford: Basil Blackwell, 1964.

This valuable and fascinating anthology of eye-witness accounts draws on many original sources. This book is available in both hardcover and paperback editions. (I, S)

Art, Archaeology, and Architecture

Bass, George F. *Archaeology under Water.* Harmondsworth, Middlesex: Penguin Books, 1970. (Paperback)

This is a thorough and very readable account of the techniques of underwater archaeology. (I, S)

Baumann, Hans. *Lion Gate and Labyrinth.* Translated by Stella Humphries. New York: Pantheon Books, 1967.

Baumann presents an interesting account of the work of Schliemann and Evans. There are more than thirty colour plates. (I, S)

Becatti, Giovanni. *The Art of Ancient Greece and Rome.* Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Ample illustrations and sparing but useful commentary make this a valuable reference book. (I, S)

Blessing, Charles A. *The Form of Cities in Perspective.* Ann Arbor: Center for Coordination of Ancient and Modern Studies, University of Michigan (n.d.).

Students interested in architecture and city planning will especially enjoy studying this inexpensive collection of Blessing's sketches of city centres of the Graeco-Roman world. (I, S)

Bray, Warwick, and Trump, David. *The Penguin Dictionary of Archaeology.* Harmondsworth, Middlesex: Penguin Books, 1972. (Paperback)

This will be a useful reference book for students interested in archaeology; however, it stops short of classical Greece and Rome. (I, S)

Brion, Marcel. *Pompeii and Herculaneum.* London: Sphere Books, 1973. (Paperback)

This is a paperback edition of Brion's well-known account of ancient excavations. The illustrations include sixteen colour prints. (I, S)

Brown, Frank E. *Roman Architecture.* New York: George Braziller, 1967.

This rather brief outline of Roman architecture is well illustrated with photographs of ruins, reconstructions, and plans. (I, S)

Carter, Howard. *The Tomb of Tutankhamen.* London: Sphere Books, 1972.

Carter's account includes detailed descriptions of the objects found as well as black-and-white photographs taken during the excavations. There are seventeen beautiful colour photographs of selected artefacts. (I, S)

Castagnoli, Ferdinando. *Orthogonal Town Planning in Antiquity.* Cambridge, Mass.: M.I.T. Press, 1971.

This is a highly specialized book toward which an intelligent senior student seriously interested in architecture and the history of town planning might be directed. There are grid plans of Greek, Etruscan, Italic, Hellenistic, and Roman cities. (S, T)

Ceram, C.W. *The March of Archaeology.* Translated by Richard and Clara Winston. New York: Knopf, 1970.

This is a copiously illustrated documentary covering roughly the same ground as *Gods, Graves and Scholars*, below. (I, S)

_____. *Gods, Graves and Scholars.* Translated by E.B. Garside and Sophie Wilkins. Toronto: Bantam Books, 1972.

This general account of the work of the great archaeologists provides an interesting introduction to the subject. (I, S)

Charbonneaux, Jean; Martin, Roland; and Villard, François. *Classical Greek Art.* Translated by James Emmons. The Arts of Mankind Series. New York: George Braziller, 1972.

This comprehensive and expensive survey of Greek art, richly illustrated in both colour and black and white, represents one of the most attractive of such books. The text is informative but not tedious. (S)

Cheney, Sheldon. *Sculpture of the World.* New York: Viking Press, 1968.

This copiously illustrated history will assist the student of Greek and Roman sculpture to relate the classical contribution to its historical context. (S)

Cottrell, Leonard. *The Bull of Minos.* London: Pan Books, 1953. (Paperback)

Schliemann's excavations at Troy and Mycenae and Evans' on Crete are described in conjunction with their biographies.

_____. *Digs and Diggers: A Book of World Archaeology.* London: Pan Books, 1970. (Paperback)

This survey of world archaeology, though well written, seems on the whole more suited to students in the Senior than in the Intermediate Division. (S)

_____. *The Lion Gate.* London: Pan Books, 1967. (Paperback)

Cottrell investigates the Mycenean world through the findings of archaeology and the clues of myth and legend. (I, S)

_____. *The Lost Pharaohs.* London: Pan Books, 1950. (Paperback)

This is a highly readable introduction to Egyptology. Egyptologists discussed include Belzoni, Carter, Champollion, Petrie, and Reisner. (I, S)

Daniel, Glyn. *The Origins and Growth of Archaeology.* Harmondsworth, Middlesex: Penguin Books, 1967. (Paperback)

The author uses extracts from the writings of many antiquaries and archaeologists to trace the evolution of archaeology. This book is for the teacher or the senior student with a serious interest in the subject. (S, T)

Deetz, James. *Invitation to Archaeology.* Garden City, N.Y.: Natural History Press, 1967. (Paperback)

This introduction to archaeology was written for the American Museum of Natural History. It is compact and authoritative. (S)

De Paor, Liam. *Archaeology.* Harmondsworth, Middlesex: Penguin Books, 1967. (Paperback)

This brief, well-illustrated introduction to archaeology includes a useful chapter on its methods. (I, S)

Doeringer, Suzannah; Mitten, David Gordon; and Steinberg, Arthur, eds. *Art and Technology.* Cambridge, Mass.: M.I.T. Press, 1970.

The central thesis of this work is that "technical examination contributes directly to the interest and beauty of (works of art) and perhaps eventually to a better understanding of man himself". There are many illustrations of Greek, Etruscan, and Roman bronzes. The book is valuable but highly specialized. (T)

Finley, M.I. *Early Greece: The Bronze and Archaic Age.* Ancient Culture and Society Series. London: Chatto & Windus, 1970.

Archaeological evidence is used to reconstruct preliterary Greek civilization. (S, T)

Garnett, Henry. *Treasures of Yesterday.* Garden City, N.Y.: Natural History Press, 1964.

This book provides an especially appealing overview of important archaeological accomplishments in Pompeii, Troy, Knossos, Egypt, and other areas. Chapters on ancient writing and on archaeological techniques make this a valuable basic student reference. There are numerous colourful illustrations. (I, S)

Glubok, Shirley. *The Art of Ancient Greece.* New York: Atheneum, 1967.

The purpose of this book is to introduce young people, aged ten to thirteen, to Greek art of the Golden Age. The pages are large, the illustrations boldly defined, and the text, simple and suited to the elementary level. (J, I)

Goodyear, Frank H. *Archaeological Site Science.* London: Heinemann Educational Books, 1971.

Students researching the methods of an archaeological team will find much valuable information in this book. (I, S)

Graham, James Walter. *The Palaces of Crete.* Princeton, N.J.: Princeton University Press, 1962.

This would be a useful reference book for teachers planning a unit on Minoan archaeology. (S, T)

Grant, M., ed. *The Birth of Western Civilization.* New York: McGraw-Hill, 1964.

This fine (though costly) volume contains an excellent collection of illustrations, both in colour and in black and white, together with essays about Greece and Rome. (I, S)

Hafner, German. *The Art of Crete, Mycenae and Greece.* New York: Harry N. Abram, 1968.

After a brief introduction to the characteristics of Greek art, concise descriptive essays accompany photographs of famous artefacts. Most of the illustrations are in colour. (I, S)

Hassall, Mark. *The Romans.* The Young Archaeologist Books Series. London: Rupert Hart-Davis Educational Publications, 1971.

This book tells how the science of archaeology began, how archaeologists started to study the remains of Rome's Empire, and how the work of modern archaeologists continues to add to our knowledge of Rome and its people. (J, I)

Hauser, Arnold. *The Social History of Art.* Vol. I – *From Prehistoric Times to the Middle Ages.* London: Routledge and Kegan Paul, 1962.

While this scholarly work may be too sophisticated in approach for all but the most advanced secondary school students, it will provide much valuable background for teachers of classical humanities courses. (T)

Kendricks, R.A. *Archaeology Made Simple.* New York: Cadillac Publishing Co., 1964.

Students in the Intermediate Division would be especially attracted by this clearly written general survey of the science of archaeology and of the principal sites. (I)

Jashemski, W.F. *Letters from Pompeii.* Boston: Ginn, 1963.

This attractive book is based upon the archaeology of Pompeii and would hold special appeal for elementary school students. (J, I)

Jones, John Ellis. *The Greeks.* The Young Archaeologist Books Series. London: Rupert Hart-Davis Educational Publications, 1971.

This book combines up-to-date scholarship with a style suited to a youthful audience. Of special interest is the on-site description of the excavation of a Greek house near Vari in Attica. (I)

Kahane, P.P. *The Dolphin History of Painting.* Vol. I – *Ancient and Classical Art.* London: Thames and Hudson, 1969.

This pocket-size volume contains 172 plates in full colour. Each plate is followed by a detailed commentary. The introduction includes brief essays on Egyptian, Greek, Etruscan, and Roman painting. (I, S)

Kenyan, Kathleen M. *Beginning in Archaeology.* New York: Frederick A. Praeger, 1961.

This is an authoritative introduction to practical archaeology written specifically for young people interested in archaeology as either a profession or a hobby. (I, S)

Leacroft, Helen, and Leacroft, Richard. *The Buildings of Ancient Egypt.* Leicester: Brockhampton Press, 1963.

This book presents a very brief description of some of the tombs, pyramids, and temples of ancient Egypt. It includes many black-and-white drawings and a few in colour. (I, S)

_____. *The Buildings of Ancient Greece.* Reading, Mass.: Addison Wesley, 1966.

A colourful series of reconstructions illustrates Greek architecture from Mycenaean to Hellenistic times. Each painting is accompanied by a simple explanation of the function and architectural features of the type of building. Especially well done are the entries on temples and theatres. (I, S)

_____. *The Buildings of Ancient Rome.* Leicester: Brockhampton Press, 1969.

This slim volume features reconstructions in colour and in black and white of typical and well-known Roman buildings including temples, baths, basilicas, theatres, houses, villas, and shops. (I, S)

Luce, J.V. *The End of Atlantis.* London: Thames and Hudson, 1969.

The author investigates a possible relationship between the legend of Atlantis and Marinatos' theory of the volcanic destruction of the Minoan Empire. (S, T)

McDonald, William A. *The Discovery of Homeric Greece.* London: Elek Books, 1967.

The work of Schliemann, Evans, and Blegen is central to this archaeological study of Minoan, Mycenean, and Trojan prehistory. Considerable light is thrown on the background of the *Iliad* and the *Odyssey.* (I, S)

Mackendrick, P.L. *The Greek Stones Speak.* Toronto: The New American Library, 1966. (Paperback)

Mackendrick provides a detailed account of archaeological achievements in Greece. Of special interest are the accounts dealing with Athens, Olympia, Delphi, and Epidaurus. (I, S)

_____. *The Mute Stones Speak.* Toronto: The New American Library, 1966. (Paperback)

This book provides an excellent account of archaeological accomplishments in Italy. Of special interest are the chapters dealing with Republican and Imperial Rome as well as with Ostia, Pompeii, and Herculaneum. (I, S)

Marrifield, Ralph. *The Roman City of London.* London: Ernest Benn, 1965.

This very detailed account of the archaeology of Roman London includes a guide for the visitor. There is a large number of black-and-white photographs and a few maps. (I, S)

Mellersh, H.E.L. *Minoan Crete.* Life in Ancient Lands Series. New York: G.P. Putnam's Sons, 1967.

This book is an excellent source book for a unit on the archaeology of Minoan Crete. There are many illustrations, several in colour. (I, S)

Meyer, Karl E. *The Pleasures of Archaeology*. New York: Atheneum, 1971.

This is a general introduction to the pleasures one can derive from various archaeological sites in France, Egypt, Israel, Greece, Italy, England, Mexico, and Peru. It contains numerous black-and-white photographs, line drawings, and maps. (S)

Millard, Anne. *Egypt*. The Young Archaeologist Books Series. London: Rupert Hart-Davis Educational Publications, 1971.

This book describes an Egyptian dig and shows how archaeology throws light on the history and daily life of the ancient Egyptians. (I, S)

Pendlebury, J.D.S. *A Handbook to the Palace of Minos at Knossos*. London: Macdonald, 1974. (Paperback)

Pendlebury was curator of the site from 1929 to 1934, and his handbook is still a useful and authoritative guide. There are fourteen black-and-white plates and nine plans. (I, S)

Picard, G. *Living Architecture: Roman*. New York: Grosset and Dunlop, 1965.

While rather specialized, this book presents, through illustrations and text, a very useful account of the subject. (S, T)

_____. *Roman Painting*. London: Elek Books, 1968.

This well-illustrated volume discusses Roman painting, as well as relief sculpture and mosaic. Numerous large illustrations are documented in detail. Although the sculptures are illustrated by black-and-white photographs, the paintings and mosaics are shown in colour plates. (I, S)

Pollitt, J.J. *Art and Experience in Classical Greece*. Cambridge: Cambridge University Press, 1972.

Excellent photographs and text make this work of use to teachers and senior students in fine arts and civilizations courses. (S, T)

Nylander, Carl. *The Deep Well*. Harmondsworth, Middlesex: Penguin Books, 1971. (Paperback)

This is a collection of fascinating articles and lectures by a Swedish archaeologist. (S, T)

Rapport, Samuel and Wright, Helen, eds. *Archaeology*. New York: Washington Square Press, 1964. (Paperback)

This collection of essays, magazine articles, and excerpts from books discusses the aims and methods of archaeology in general and the archaeology of the eastern Mediterranean in particular. The authors are practising archaeologists. (I, S)

Robertson, D.S. *A Handbook of Greek and Roman Architecture*. Cambridge: Cambridge University Press, 1964.

This is an essential reference book for the teacher and student of classical civilization. This book is available in both hardcover and paperback editions. (I, S, T)

Scranton, Robert L. *Greek Architecture*. New York: George Braziller, 1972.

There are many black-and-white photographs, plans, and drawings in this slim volume. The illustrations would be useful to students in the Intermediate Division but the rather sophisticated text places the book generally at the senior secondary or university level. (I, S, T)

Silverberg, Robert. *Lost Cities and Vanished Civilizations*. Toronto: Bantam Books, 1962. (Paperback)

Silverberg writes vividly but briefly of Pompeii, Troy, Knossos, Babylon, Chichen Itza, and Angkor. (I, S)

Stubbings, Frank H. *Prehistoric Greece*. The World of Archaeology. London: Rupert Hart-Davis, 1972.

The author is both an Homeric scholar and a specialist in Mycenaean archaeology. There are many illustrations, maps, and plans, including an excellent restoration of the Grave Circle at Mycenae. There is also a lucid description of Ventris' method of analysing Linear B. (I, S)

Wechsler, H.J. *Gods and Goddesses in Art and Legend*. New York, Washington Square Press, 1961. (Paperback)

This reasonably priced paperback shows how the various classical deities were represented in subsequent ages. (J, I, S)

West, T.W. *A History of Architecture in Italy*. London: University of London Press, 1968.

Compact, yet beautifully and thoughtfully illustrated, this book presents a history of architecture from earliest times to the present. Especially useful for students in such courses as fine arts, classical civilizations, and Latin language. (I, S)

Wheeler, Mortimer. *Archaeology from the Earth*. Harmondsworth, Middlesex: Penguin Books, 1956. (Paperback)

In this well-known book Wheeler describes in some detail many aspects of archaeological theory and practice. (S)

_____. ed., *History Was Buried*. New York: Hart, 1967.

This anthology presents a collection of original accounts of archaeological explorations. This book is available in both hardcover and paperback editions. (I, S)

White, A.T. *Lost Worlds: The Romance of Archaeology*. New York: Random House, 1941.

The achievements of archaeologists on four continents are imaginatively discussed in a narrative which communicates the author's enthusiasm. (I, S)

Mythology and Religion

Albion-Meek, Peggy. *The Great Adventurer.* Toronto: Macmillan of Canada, 1957.

This narrative of the adventures of Odysseus draws upon episodes from the *Iliad* and the *Odyssey.* (I)

Asimov, Isaac. *Words from the Myths.* Toronto: New American Library of Canada, 1969. (Paperback)

This overview of classical mythology focuses upon the influence of myths on the English language. (I, S)

Barthell, Edward E., Jr. *Gods and Goddesses of Ancient Greece.* Coral Gables, Fla.: University of Miami Press, 1971.

This entertaining book is written in a clear, cogent style. (S)

Bradford, Ernle. *Ulysses Found.* London: Sphere Books, 1967.

Students of the *Odyssey* will enjoy Bradford's generally successful attempt to relate Homer's account of Ulysses' wanderings to Mediterranean geography. (I, S)

Budge, E.A. Wallis. *The Gods of the Egyptians.* Vol. I. New York: Dover Publications, 1969.

This is a clear exposition of the ancient Egyptian religion, with ample references and illustrations. (S, T)

Bulfinch, Thomas. *The Age of Fable.* New York: New American Library, 1962. (Paperback)

Though old-fashioned in approach and style, Bulfinch's narrative of the classical myths is still valuable and includes many cross-references to nineteenth-century English poetry. Palmer Bovie's foreword is also enlightening. (I, S)

Creighton, David. *Deeds of Gods and Heroes.* Toronto: Macmillan of Canada, 1967.

This book is most useful for course units including adventure stories, cross-cultural comparisons, or universal themes. It contains suggestions for further reading as well as helpful questions and projects. (J, I)

Cruse, Amy. *The Book of Myths.* Toronto: Clarke, Irwin & Co., 1972.

This is a good textbook for a general study of mythology. (J, I)

Cumont, Franz. *Astrology and Religion Among the Greeks and Romans.* New York: Dover Publications, 1960.

This is a series of lectures based on research in the field of ancient astrology and astral religion. Because of its detail it is more suitable for the teacher than for the student. (T)

_____. *The Mysteries of Mithra.* Translated by Thomas J. McCormack. New York: Dover Publications, 1956.

This comprehensive account of the Mithraic religion and its effect upon the Roman and early Christian world is probably of more interest to the teacher than to the student. (T)

_____. *The Oriental Religions in Roman Paganism.* New York: Dover Publications, 1956.

Cumont investigates the influence upon Rome of religious beliefs and practices from Asia Minor, Egypt, Syria, and Persia. One chapter is devoted to astrology and magic. (S, T)

D'Aulaire, I. and D'Aulaire, Edgar P. *Book of Greek Myths.* Garden City, N.Y.: Doubleday & Co., 1962.

The book of mythology, which contains a number of illustrations to accompany the text, is highly recommended for children. (J)

Ferguson, John. *The Religions of the Roman Empire.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1970.

Ferguson uses recent archaeological and literary evidence to present a comprehensive account of Roman religious life around 200 AD. (S, T)

Gayley, Charles Mills. *The Classic Myths in English Literature and Art.* Waltham, Mass.: Blaisdell Publishing Co., 1911.

Though this well-known text is now outdated in some respects, teachers and senior students may find it useful for a study of the representation of myth in art and of the influence of myth on English poetry up to the end of the nineteenth century. (S, T)

Gordon, Caroline. *The Glory of Hera.* Garden City, N.Y.: Doubleday & Co., 1972.

In this unusual novel about the labours of Heracles the author portrays her hero supposedly as our contemporary, yet sees him also as a prototype of Christ. (S)

Grant, Michael. *Myths of the Greeks and Romans.* Toronto: New American Library of Canada, 1962. (Paperback)

Grant traces the origin and development of the major classical myths and discusses their continuing influence. (S, T)

_____. *Roman Myths.* Harmondsworth, Middlesex: Penguin Books, 1973. (Paperback)

This study examines in depth the myths relating to the origins of Rome and its early history. It will be of considerable interest to teachers. (T)

Graves, Robert. *Greek Gods and Heroes.* New York: Dell Publishing Co., 1965. (Paperback)

These brief accounts of the major Greek myths are written with a light touch that should appeal to young readers. (J, I)

_____. *The Greek Myths.* 2 vols. Harmondsworth, Middlesex: Penguin Books, 1960. (Paperback)

The teacher of classics and the senior student will find Graves' erudite and controversial work both informative and stimulating. (S, T)

_____. *The Siege and Fall of Troy.* New York: Dell Publishing Co., 1965. (Paperback)

Young readers will enjoy Graves' brief, swiftly moving account of the Trojan War. It includes the return and murder of Agamemnon and the wanderings of Odysseus. (J, I)

Green, Roger Lancelyn. *The Tale of Troy.* Harmondsworth, Middlesex: Penguin Books, 1958. (Paperback)

_____. *Tales of the Greek Heroes.* Harmondsworth, Middlesex: Penguin Books, 1970. (Paperback)

These two books form an excellent introduction to classical mythology for students in the Junior or early Intermediate Division. (J, I)

Halford, R.W. *The Greek Myths.* Toronto: Longman Canada, 1964.

This book not only offers students a collection of the better-known Greek myths, but makes them aware of the influence of the Greeks on Western civilization. At the end of the book there are general questions for study and review as well as additional notes on characters mentioned throughout the text. (I)

Hamilton, Edith. *Mythology.* New York: New American Library, 1953. (Paperback)

This readable account covers the full range of classical mythology including a chapter on the mythology of the Norsemen. (I, S)

Haviland, Virginia. *Favorite Fairy Tales Told in Greece*. Boston: Little Brown and Co., 1970.

The eight stories in this fine little book, designed and illustrated with a natural simplicity, delight even the youngest pupils and provide useful material for an introductory unit on stories of other lands or stories from old cultures. (P)

Kirk, G.S. *Myth: Its Meaning and Function in Ancient and Other Cultures*. London: Cambridge University Press, 1970.

Teachers of mythology will find this book valuable for background information. (T)

Mayerson, Philip. *Classical Mythology in Literature, Art and Music*. Waltham, Mass.: Xerox College Publishing, 1971.

This is a valuable overview of classical mythology and its use in Western literature, art, and music. (S, T)

McGrady, S.H., ed. *Legends and Myths of Greece and Rome*. The Heritage of Literature Series. London: Longman, 1936.

A treasury of the classics from the last hundred years, with suggestions for further reading among relevant English-language writers. (P, J, I)

Merson, A.J., ed. *A Book of Classical Stories*. Junior Modern English Series. London: George G. Harrap & Co., 1965.

This collection includes different versions of classical myths and legends as well as stories from the Greek and Roman historians. (I)

Morford, Mark P.O. and Lenardon, Robert J. *Classical Mythology*. New York: David McKay Co., 1971.

A useful index (including citations from authors), illustrations drawn from all periods, clear writing, and sophistication of viewpoint all make this book worthwhile for any student of classical language, literature, or civilization. (I, S)

Murphy, Martin. *Stories from Ovid*. London: Oxford University Press, 1971.

This English-language account of twenty-five stories from the *Metamorphoses* would appeal to a wide range of students. (J, I, S)

Ogilvie, R.M. *The Romans and Their Gods*. Ancient Culture and Society Series. London: Chatto & Windus, 1969.

Ogilvie examines the role and forms of prayer, sacrifice, and divination; the religious calendar; private religion and the priesthoods. His study concludes with religion under Augustus. (S)

Parke, H.W. *Greek Oracles*. Classical History and Literature Series. London: Hutchinson University Library, 1967. (Paperback)

This work discusses in detail the origin, development, and influence of Greek oracles, especially the Oracle at Delphi. Although it is not illustrated, it is very well documented and provides an excellent grounding in the subject. (S, T)

Pinsent, John. *Greek Mythology*. London: Paul Hamlyn, 1969.

The illustrations, many of them in colour, dominate this attractive introduction to Greek mythology. (I, S)

Reinhold, Meyer. *Past and Present: The Continuity of Classical Myths*. Toronto: Hakkert, 1972.

Though written for college students, this book will also be helpful to teachers of mythology at the secondary school level. It includes chapters on the nature and interpretation of myth. This book is available in both hardcover and paperback editions. (S, T)

Rose, H.J. *A Handbook of Greek Mythology*. University Paperbacks. London: Methuen & Co., 1964. (Paperback)

This is a useful and scholarly reference book for teachers and senior students. It contains a chapter on the extension of Greek mythology into Italy. (S, T)

Sabin, Frances E. *Classical Myths That Live Today*. Morristown, N.J.: Silver Burdett Co., 1958.

This book of myths has ample detail and contains excellent illustrations, but its tone is moralistic and the background information is scanty. (I, S)

Sharwood-Smith, John. *The Bride from the Sea*. Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

This introduction to the study of Greek mythology was written specifically for secondary school students. It examines the Greek myths as legends, folk-tales, and "pure myths" and discusses various theories of the origin and function of myth. (I, S)

Swayze, Beulah, ed. *Magic of Myth and Legend*. Toronto: McGraw-Hill Ryerson, 1959.

This anthology of stories from Greek myth and legend is designed for use as an Intermediate Division textbook. It includes suggestions for questions and projects. (I)

Tripp, Edward. *Crowell's Handbook of Classical Mythology*. New York: Thomas Y. Crowell, 1970.

Both teachers and students will find this a very useful reference work. (I, S, T)

Witte, R.E. *Isis in the Graeco-Roman World*. Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1971.

This full-scale study of the cult of Isis and of its widespread influence will be of interest to the teacher planning a Senior Division unit on religion in the Graeco-Roman world. It is probably too specialized for all but a few mature senior students. (T)

Philosophy

Agard, Walter, R. *The Greek Mind.* New York: Van Nostrand Reinhold, 1957. (Paperback)

Part I of this paperback discusses Greek attitudes on such topics as man, nature, God, heroic virtues, individual values, man and society, foreign relations. Part II contains contemporary prose translations of extracts from Greek authors, grouped according to topic. (I, S)

Armstrong, A.H. *An Introduction to Ancient Philosophy.* London: Methuen & Co., 1965. (Paperback)

Senior students and teachers will find this introduction helpful. (S, T)

Commins, S., and Linscott, R.N., eds. *Man and Man: The Social Philosophers.* New York: Washington Square Press, 1964. (Paperback)

This anthology includes extracts from classical philosophers. (S)

Durant, Will. *The Story of Philosophy.* New York: Simon and Schuster, 1961.

Based on individual philosophers from Aristotle and Plato to twentieth-century men, this is a useful reference book for senior students. (S)

Ferguson, John, comp. *Socrates: A Source Book.* London: Macmillan, 1970.

This book contains the main source material about Socrates. Over ninety writers are quoted, from Plato and Xenophon to Augustine. The *Apology* and *Crito* of Plato are given in full. (S)

Jancar, Barbara. *The Philosophy of Aristotle.* Monarch Notes and Study Guides Series. New York: Monarch Press, 1966.

This guide includes summaries of and comments on the *Physics, Metaphysics, Ethics, Politics,* and *Poetics.* There are also summaries of Greek philosophy before Aristotle and of Aristotle's philosophical method. (S)

Jaspers, Karl. *The Great Philosophers.* Edited by Hannah Arendt. Translated by Ralph Manheim. London: Rupert Hart-Davis, 1962.

Jaspers seeks "to foster a personal encounter with the thinking of the great philosophers" by establishing two groups: the paradigmatic individuals (Socrates, Buddha, Confucius, and Jesus) and the founders of philosophical thought (Plato, Augustine, and Kant). (S, T)

Mackendrick, Paul. *The Roman Mind at Work.* New York: Van Nostrand Reinhold, 1958. (Paperback)

This paperback is very helpful for a study of the character and personality of the Romans. Each topic is illustrated by prose translations from Roman authors. (I, S)

Parker, Meg. *Socrates and Athens.* Inside the Ancient World Series. London: Macmillan Education, 1973. (Paperback)

Socrates is seen against the background of Athenian life and customs. Many quotations from original sources are used to illustrate the man and his ideas. (I, S)

Windelband, W. *History of Ancient Philosophy.* Translated by Herbert Ernest Cushman. New York: Dover Publications, 1956.

Windelband's history is a comprehensive survey of Greek and Roman philosophy from the seventh century BC to Neo-Platonism. The text is that of the 1893 edition. (S, T)

Science and Technology

Anthony, H.D. *Science and Its Background.* 4th ed. London: Macmillan, 1961.

An outline of the development of science as it relates to the history of world affairs, from prehistoric times to the middle of the twentieth century. Most of the chapters centre on individual scientists. The final chapters discuss postwar technology and the pursuit of science for its own sake.

Aristotle. *Physics.* Edited by W.D. Ross. London: Oxford University Press, 1936.

One of the great treatises of the father of systematic science.

Brothwell, Don, and Brothwell, Patricia. *Food in Antiquity: A Survey of the Diet of Early Peoples.* Ancient Peoples and Places Series. London: Thames and Hudson, 1969.

A survey of food sources from prehistoric to classical times, with a section on diet and disease. Well written and presented.

Clagett, Marshall. *Greek Science in Antiquity.* New York: Macmillan, Collier Books, 1963.

Although written for "the non-specialist who is beginning the study of the history of science", some knowledge of mathematical principles is assumed. Special attention is given to "the fate of Greek science in late antiquity". The author is a professor of the history of science at the University of Wisconsin.

Crowther, J.G. *A Short History of Science.* General Studies Series. London: Methuen & Co., 1969.

A treatment of science intended to help students see that science has developed from man's effort to improve his material and spiritual condition and that it is an essential part of his humanity. Various aspects of science such as navigation, astronomy, the invention of the steam engine, new sources of power, chemistry, and industry provide useful insights for the student of the history of science.

Dicks, D.R. *Early Greek Astronomy to Aristotle.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1970.

The emphasis is upon the development of Greek astronomy as a science. The astronomical opinions of Plato and the contributions of Eudoxus are given particular attention. (S)

Farrington, Benjamin. *Greek Science.* Harmondsworth, Middlesex: Penguin Books, 1969. (Paperback)

A first-class reference book for many units of a classical civilization course, it is historical in form and should interest students specializing in any branch of mathematics or science. (I, S)

_____. *Science in Antiquity.* 2nd ed. London: Oxford University Press, Opus Books, 1969.

These two books by Professor Farrington cover roughly the same period – from the fifth century BC until about the fifth century AD – but differ in approach. This volume outlines the development of ancient science in close relation to the history of philosophy. In the preceeding volume the author has sought to explore the connections of Greek science with the everyday life and economy of Greek society.

Galen. *On the Usefulness of the Parts of the Body.* Edited by Margaret T. May. 2 vols. New York: Cornell University Press, 1968.

The most important works of this Greek physician of the second century AD., whose knowledge and theory dominated medicine until the beginning of the modern period.

Hodges, Henry. *Technology in the Ancient World.* London: The Penguin Press, 1970. (Paperback)

This excellent but expensive book is suitable for teachers and students alike. It is written in non-technical language and is copiously illustrated. (S, T)

Lloyd, G.E.R. *Early Greek Science: Thales to Aristotle.* Ancient Culture and Society Series. London: Chatto & Windus, 1970.

The author studies Greek science from its beginnings to Aristotle. He includes an account of the medical writings of the Hippocratic authors and a discussion of fourth-century astronomy. (S)

Lucretius. *The Nature of the Universe.* Translated by Ronald Latham. Penguin Classics Series. Harmondsworth, Middlesex: Penguin Books, 1951.

_____. *Of the Nature of Things.* Translated by W.E. Leonard. New York: E.P. Dutton and Co., 1957.

This and the preceding text summarize in poetical form the main ideas of Epicurean science.

Price, Derek J. *Science Since Babylon.* New Haven, Conn.: Yale University Press, 1961.

A work based on five public lectures in which the author "strove to cover the gamut of the historical range from the Babylonians to the near future, bringing in as many fields of application as possible".

Scarborough, John. *Roman Medicine.* Aspects of Greek and Roman Life Series. London: Thames and Hudson, 1969.

This book provides an excellent account of many aspects of ancient medicine, including instruments, dentistry, and military hospitals. It will be especially useful for individual or group research. (I, S)

Taylor, F. Sherwood. *Science Past and Present.* 2nd ed. London: Heinemann Educational Books Ltd., 1962.

A reliable and very readable history of science for the layman. Extracts from important scientific documents of the past, from the Greeks to Herbert Spencer, form an attractive feature.

Burriss, Eli E. and Casson, Lionel. *Latin and Greek in Current Use.* 2nd ed. Prentice-Hall Classics Series. Englewood Cliffs, N.J.: Prentice-Hall, 1949.

This well-known book is useful both as a reference book on word origins and as a source of material for a unit on the continuing debt of English to Latin and Greek. (I, S)

Nybakken, O.E. *Greek and Latin in Scientific Terminology.* Ames, Iowa: Iowa State University Press, 1960.

This highly technical discussion of one specific use of Latin and Greek in the modern world may be a reference useful for teachers and students. (S, T)

Ogg, Oscar. *The 26 Letters.* Toronto: Fitzhenry & Whiteside, 1971.

This hardcover book provides an excellent account of the development of written language. The text is well illustrated with line drawings and is written at a level well within the grasp of intermediate students. (I, S)

Pax, J.M. *Word Mastery for Students of Latin.* Glenview, Ill.: Scott, Foresman and Co., 1965.

This workbook could be a useful source of ideas and supplementary material. (I, S)

Pei, Mario. *All About Language.* New York: J.B. Lippincott Co., 1954.

This hardcover volume discusses the origin and development of language; it deals with spoken more than with written language. The four parts of the book are entitled: 1. What Is Language. 2. How Does Language Work. 3. Our Language. 4. Other People's Languages. The text is written in a straightforward manner which makes it well within the grasp of the youngest Intermediate students (I, S)

_____. *The Story of Language.* New York: The New American Library, 1949. (Paperback)

This book provides an indispensable introduction on spoken and written language, valuable for the teacher and accessible to more mature students of the Intermediate level. The book is divided into six main parts: 1. The History of Language. 2. The Constituent Elements of Language. 3. The Social Function of Language. 4. The Modern Spoken Tongues. 5. Problems of Language Learning. 6. An International Language. (I, S)

Education and Teaching

Sparke, William. *The Making of Linguistics.* Toronto: Abelard-Schumann, 1969.

This attractive, hardcover, and inexpensive book is an elementary work in linguistics. Although its primary approach is historical, it explains many of the branches of linguistics and their relation to other disciplines. (S, T)

Taylor, B.C. *The Greeks Had a Word for It.* Classical Civilization Series. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1973.

This handy booklet discusses the debt of the English language to Greek, traces the development of the Greek alphabet, and presents ten brief units dealing with the derivation of English words from Greek. (I)

_____. *Latin is Alive and Well.* Classical Civilization Series. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1973.

This is a companion booklet to the one above. In addition to describing the ways in which Latin has entered the English language it offers practical exercises in word derivation. (I)

These modern secondary sources will supplement ancient educational works such as Cicero's *De Oratore,* Quintilian's *Institutiones Oratoriae,* and Plutarch's *De Pueris Instituendis (Moralia),* all available in Loeb editions.

Castle, E.B. *Ancient Education and Today.* London: Penguin Books, 1961. (Paperback)

A useful comparison between ancient and modern practices in education is presented in this readable book. (S, T)

Clarke, M.L. *Higher Education in the Ancient World.* London: Routledge & Kegan Paul, 1971.

This is a scholarly work, likely to be too advanced even for the senior high school student. It could serve as background reading for teachers interested in the philosophical and rhetorical schools of the ancient world. (T)

Distler, P. *Teach the Latin, I Pray You.* Chicago: Loyola University Press, 1962.

This book contains many useful ideas on teaching Latin. (T)

Forbes, Clarence A., ed. *The Teaching of Classical Subjects in English.* Oxford, Ohio: American Classical League, 1973. (Paperback)

This softcover collection of seven articles has the following headings: Greek Literature in Translation, Latin Literature in Translation, Classical Drama, Ancient Philosophy, Greek History, Roman History, Classical Archaeology. It is intended for teachers embarking on such courses for the first time. (T)

Highet, G. *The Art of Teaching.* New York: Knopf (n.d.).

This popular book by a great classicist presents a fine discussion of teaching. This book is available in both hardcover and paperback editions.

Incorporated Association of Assistant Masters in Secondary Schools. *The Teaching of Classics.* Cambridge: Cambridge University Press, 1961.

Although this discussion of the problem and methods of teaching classics has a mainly British orientation, it contains some valuable ideas.

Jaeger, Werner. *Paedeia: The Ideals of Greek Culture.* Vol. I – *Archaic Greece; The Mind of Athens.* Translated by Gilbert Highet. New York: Oxford University Press, 1965. (Paperback)

This brilliant work, which has become a classic in its own century, relates Greek education and character to cultural developments during the archaic and classical periods. (T)

Kelly, L.G. *25 Centuries of Language Teaching.* Rowley, Mass.: Newbury House Publishers, 1969.

The author analyses the philosophy and methodology of language teaching and traces many concepts and techniques as far back as 500 BC. (T)

Morris, S. *Viae Novae: New Techniques in Latin Teaching.* London: Hulton, 1966.

This book discusses a number of recent developments in Latin teaching. It should be noted, however, that it was written before the appearance of the Cambridge Latin Course. (T)

Audio-Visual Resource Materials

Films

Note: The addresses of Canadian distributors of the audio-visual materials described below are listed at the end of this publication.

Acropolis. International Film Bureau. Dist. by Educational Film Distributors. 16 mm, 11 min., colour, 1962.

This film describes the artistic and architectural significance of the temples of the Acropolis. (I, S)

Ancient Paestum: City of the Greeks and Romans. Coronet. Distr. by Coronet Instructional Films Ltd. 16 mm, 21 min., colour.

This informative film would be useful in a unit on archaeology. Besides viewing the ruins of Paestum, it surveys some finds housed in the Paestum Museum. (I, S)

Aristotle's Ethics: Theory of Happiness. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour.

Mortimer Adler discusses Aristotle's theory of what it means to be happy and how men can attain happiness. It is essentially a filmed lecture and suitable only for senior students. (S)

Athens: The Golden Age. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour.

Charles Kahn's script emphasizes the continuing relevance of Athens' contribution to politics, law, art, architecture, and drama. (S)

Buried Cities. International Film Bureau. Distr. by Educational Film Distributors. 16 mm, 14 min., colour.

Although it lacks vigour, this film conveys considerable information about Pompeii and Herculaneum. (J, I, S)

Claudius: Boy of Ancient Rome. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 17 min., colour, 1964.

The story of a friendship between two boys, one free and one a slave, is used as a vehicle for an introduction to many aspects of Roman life and customs. (I)

Democracy of Ancient Greece: The Age of Excellence. Alemann Films. Distr. by International Tele-Film Enterprises. 16 mm, 15 min., colour.

The focus is upon Greek geography and its contribution to the personality of the individual states. Reasons are given for the prosperity and democratizing of Athens and as are examples of how Greek art expresses this growth. (I, S)

Egyptologists. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 25 min., colour or b/w, 1967.

This is a fascinating account of the work done by archaeologists in Egypt before the flooding created by the Aswan Dam. It would be suitable for the study of archaeology in secondary schools. (I, S)

Emperor and Slave: The Philosophy of Roman Stoicism. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 29 min., colour, 1964.

Mortimer Adler wrote the script and acts as narrator. Actors portray Marcus Aurelius, philosopher king, and Epictetus, philosopher slave. The film serves to introduce the study of Stoicism and to suggest its importance for Western civilization. (S)

Five Foot Square. Trent University. Distr. by Visual Education Centre. 16 mm, 30 min., colour, 1969.

This film, made by the Anthropology Department of Trent University, deals with a "dig" at an Ontario Indian encampment. Most of the basic methods of archaeology are illustrated. (I, S)

Greek Lyric Poetry. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour.

David Grene analyses poems by Callimachus, Sappho, Simonides, Pindar *(First Olympian Ode),* and Aeschylus (a chorus from the *Agamemnon).* He shows how a poem's meaning is affected by the arrangement of words, rhythm, and imagery. This film would be of interest to students of Horace and Catullus as well as to those studying Greek literature in translation. (S)

Icarus and Daedalus. Sterling. Distr. by Marlin Motion Pictures Ltd. 16 mm, 6 min., colour.

This is a simplified version of the Greek story using coloured animated drawings. (J, I)

Julius Caesar: The Rise of the Roman Empire. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 22 min., colour or b/w, 1964.

The set for this film was designed for the Samuel Bronston production of *The Fall of the Roman Empire.* The film sketches Caesar's career, notes his personal qualities, and examines his genius for creating and using power. (I, S)

Life in Ancient Rome. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 14 min., colour, 1964.

This splendid film, set in the period of Trajan, examines the characteristics and achievements of Rome and its influence on Western civilization. (I, S)

Vita in Roma Antiqua. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 14 min., colour.

This film is identical with the preceding one, but the narration is in Latin. (S)

Oedipus Rex: Man and God. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour, 1959.

The Character of Oedipus. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour, 1959.

The Recovery of Oedipus. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour, 1959.

The central themes of the Oedipus play are discussed in the three films listed above and are illustrated by scenes acted by members of the Stratford Shakespearean Festival company. These films are suitable only for students in the Senior Division. (S)

Orpheus and Eurydice. Sterling. Distr. by Marlin Motion Pictures Ltd. 16 mm, 10 min., colour.

Puppets are used in this clever and literal retelling of the myth of Orpheus and Eurydice. (J, I, S)

Plato's Apology: The Life and Teaching of Socrates. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour.

Mortimer Adler is commentator and Tony Van Bridge makes a fine Socrates. Through dramatized episodes the film reveals Socrates – the man, the teacher, and the philosopher. (S)

Pompeii and Vesuvius. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 11 min., colour, 1951.

Actual scenes of a volcanic eruption are shown, together with scenes from Pompeii and modern Naples. The film would be useful to introduce a study of Pompeii to students in the Intermediate Division. (I)

Pompeii: Once There Was a City. Learning Corporation of America. Distr. by Marlin Motion Picures Ltd. 16 mm, 20 min., colour, 1970.

The ruins of Pompeii are explored in order to recreate the everyday life of Pompeii. There is imaginative intercutting to modern New York City in order to contrast ancient and modern life. (J, I, S)

The Age of Sophocles. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 30 min., colour, 1959.

Although the format tends to be dull, this film is very informative about the intellectual climate of the fifth century BC. The conventions of the Greek theatre are well presented. (S)

The Archaeologist and How He Works. International Film Bureau. Distr. by Educational Film Distributors. 16 mm, 19 min., colour.

This useful film deals with the tools, techniques, and working conditions of the archaeologist. (I, S)

The Assassination of Julius Caesar. CBS. Distr. by Columbia Broadcasting System. 16 mm, 24 min., colour, 1963.

This film from the "You Are There" series is a dramatic retelling of the assassination using a modern on-the-spot newscasting approach. (J, I, S)

The Death of Socrates. BBC-TV. Distr. by BBC Film Sales. 16 mm, 45 min., b/w, 1966.

This modern-dress dramatization is based upon Plato's *Crito* and *Phaedo.* The theme is the continuing suppression of individual thought in our society. (S)

The Drinking Party. BBC-TV. Distr. by BBC Film Sales. 16 mm, 20 min., b/w, 1965.

This dramatization of Plato's *Symposium* is performed in modern dress. Socrates and some friends engage in a philosophical discussion of love. (S)

The Glory That Remains (Series II): *Siege of the Rock.*

BBC-TV. Distr. by BBC Film Sales. 16 mm, 30 min., colour, 1970.

This is an account of the building of the fortress of Masada by Herod, of its occupation by the Zealots in 70 AD, and of its destruction by the Romans. The narration by Robert Erskine is based upon the account of Josephus. (I, S)

The Glory That Remains (Series II): *Old Soldiers Never Die.* BBC-TV. Distr. by BBC Film Sales. 16 mm, 30 min., colour, 1970.

This film describes in detail the formation and operation of the Roman legion. Although it is informative, it is not especially effective in presentation. (I, S)

The Glory That Remains (Series II): *The Forgotten Kingdom.* BBC-TV. Distr. by BBC Film Sales. 16 mm, 30 min., colour, 1970.

This description of the discovery and excavation of the lost city of the Kushites would be useful for archaeology courses. (I, S)

The Glory That Remains (Series II): *Walls That Speak.* BBC-TV. Distr. by BBC Film Sales. 16 mm, 30 min., colour, 1970.

Robert Erskine narrates this detailed film on the Leptis Magna. Many insights into Roman life are revealed by inscriptions and architectural remains. (I, S)

The Greeks – In Search of Meaning. Learning Corporation of America. Distr. by Marlin Motion Pictures Ltd. 16 mm, 26 min., colour, 1971.

Dramatized episodes illustrate government, moral principles, war, and the good life. Socrates, Sophocles, and Aristophanes are represented. The film would be best suited to senior students in a classical humanities course. (I, S)

The Greek Myths: Part 1. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 27 min., colour, 1971.

The Greek Myths: Part 2. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 25 min., colour, 1971.

Part 1 deals with myths as fiction, history, and ritual; Part 2 as science, religion, and drama. Gilbert Highet wrote the script. (I, S)

The Last Days of Minos. BBC-TV. Distr. by BBC Film Sales. 16 mm, 50 min., colour, 1967.

Beginning with a dramatic description of the volcanic eruption on Thera (Santorini) in 1470 BC, Professor Marinatos presents evidence for the theory that many Minoan cities were destroyed by earthquake. Visits are made to Santorini, Phaistos, Mallia, and Knossos, where the work of Sir Arthur Evans is elucidated. (I, S)

The Odyssey: The Structure of the Epic. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 27 min., colour, 1965.

The Odyssey: The Return of Odysseus. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 26 min., colour, 1965.

The Odyssey: The Central Themes. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 28 min., colour, 1965.

The above three films would be useful in a Senior Division course on classics in translation. Highet's commentary is well expressed, and the dramatizations are generally effective and sometimes gripping. (S)

The Romans: Life, Laughter and Law. Learning Corporation of America. Distr. by Marlin Motion Pictures Ltd. 16 mm, 27 min., colour, 1971.

Dramatizations introduce students to the variety of Roman life under the Empire. The film closes with a brief summary of highlights from the Justinian code. It might be used from the second year of high school upwards. (I, S)

The Roman World. International Film Bureau. Distr. by Educational Film Distributors. 16 mm, 23 min., colour, 1963.

This film offers a wide view of architectural remains throughout the Roman Empire. (I, S)

The Spirit of Rome. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 29 min., colour, 1964.

An imaginative recreation of life in ancient Rome, which provides a good general background for students of Latin and classical civilization. The film includes scenes from Shaw's *Caesar and Cleopatra* and Shakespeare's *Julius Caesar.* (I, S)

Ingenium Romae. Encyclopaedia Britannica Films. Distr. by Visual Education Centre. 16 mm, 29 min., colour, 1964.

This film is identical to *The Spirit of Rome,* but the narration is in Latin. (S)

Theseus and the Minotaur. Kingscreen. Distr. by Holt, Rinehart and Winston. 16 mm, 21 min., colour, 1970.

This film utilizes dramatization and graphics to recreate the myth of Theseus. There is some variation, however, from the original story. The film might appeal more to elementary than to secondary school students. (J, I)

Theseus and the Minotaur. Pictura. Distr. by International Tele-Film Enterprises. 16 mm, 5 min., colour, 1971.

This retelling of the story of Theseus concentrates on the main characters, who are vividly depicted through animated drawings. (P, J)

Treasures of the British Museum: The God-Haunted. Thames. Distr. by Bruce A. Raymond Co. Ltd. 16 mm, 25 min., colour, 1971.

This film concentrates mainly on the Elgin Marbles and the Parthenon, and shows how a consciousness of divinity permeated all facets of ancient Greek life and thought. (I, S)

Treasures of the British Museum: The Intimate Details. Thames. Distr. by Bruce A. Raymond Co. Ltd. 16 mm, 25 min., colour, 1971.

Artefacts reveal information about the everyday life of the Romans, especially in the late Republic and early Empire. (I, S)

Treasures of the British Museum: The Defeated. Thames. Distr. by Bruce A. Raymond Co. Ltd. 16 mm, 25 min., colour, 1971.

Artefacts of Celtic Britain and of the Roman occupation demonstrate the common struggle of the vanquished and the victor. (I, S)

Village in the Dust. National Film Board. Distr. by National Film Board. 16 mm, 18 min., colour, 1961.

A team from the Royal Ontario Museum and the University of Toronto carries out a "dig" at the Miller site where a village of Canadian Indians lived. Narration by Walter Kenyon. (I, S)

Filmstrips – sets and kits

Ancient Greece: Cradle of Western Culture. Society for Visual Education, 1968. Distr. by Educational Film Distributors. Kit: 6 filmstrips, 3 cassettes, guides.

This kit outlines the development of Greek civilization from the Stone Age to 146 BC. (I, S)

Titles:
The Aegean Era
The Age of Migration and Early Settlement
The Rise of the City States
The Golden Age: The Ascendancy of Athens
The Golden Age: The Decline of Athens
The Rise of Macedonian Power and the Hellenistic Age

Ancient Greece. Warren Schloat Productions, 1969. Distr. by Prentice-Hall. Kit: 3 filmstrips, 3 cassettes, guide.

The filmstrips and commentary trace the changes in style in Greek art and architecture from the archaic period through the classical and Hellenistic periods. The kit is useful for a study of sculpture and temple architecture but is weak in the area of vases and vase-painting. (I, S)

Ancient Rome. Encyclopaedia Britannica Educational Corporation, 1966. Distr. by Visual Education Centre. 5 filmstrips, colour.

This series uses sets from the motion picture *The Fall of the Roman Empire* as a background to depict daily life in ancient Rome, the major achievements of the Roman civilization, and the conditions under which Julius Caesar rose to power. (I, S)

Titles:
Architecture of Rome
Great Accomplishments of the Roman Empire
Julius Caesar – Politician and Dictator
Living in Ancient Rome
Two Boys of Ancient Rome

Ancient Rome: The Age and Its Art. Warren Schloat Productions, 1971. Distr. by Prentice-Hall of Canada Ltd. Kit: 3 filmstrips, 3 cassettes, guide.

These three filmstrips provide a useful introduction to Roman art and architecture. The commentary relates the art to Roman history, government, imperial expansion, and the customs and beliefs of the people. The debt to Greece is recognized and the significant contrasts between Roman and Greek style and expression are given due emphasis. (I, S)

Classical Mythology. Imperial Film Company, 1967. Distr. by Educational Progress Co. Kit: 4 filmstrips, colour; 2 records or 4 cassettes.

The first of these four filmstrips is particularly suited to students in the Intermediate Division. (I)

Titles:
The Gods of Mt. Olympus
The Iliad
The Odyssey, Part 1
The Odyssey, Part 2

Greece: The Country and its People. Nations of Today. Filmstrip House, 1967. Distr. by Carman Educational Associates. Kit: 4 filmstrips, 2 audiorecords.

This kit presents an elementary overview of Greek history and culture from Minoan times to the present. (J, I)

Titles:
Land of Myth
The Golden Age
The Spread of Greek Culture
Modern Greece

Myths and Legends of Ancient Greece and Rome. Eyegate House, 1969. Distr. by Central Scientific Co. of Canada. 10 filmstrips, colour; 5 cassettes.

This set of 10 filmstrips and five cassettes uses drawings and taped narratives to relate some of the best-known classical myths. (J, I)

Titles:
Pandora and the Gift of the Gods
King Midas and the Golden Touch
Daedalus and Icarus
Jason and the Golden Fleece
Theseus and the Minotaur
Phaeton and the Chariot of the Sun
Pegasus and Bellerophon
The Trojan Horse
The Sword of Damocles
Damon and Pythias

Fabulae Legendae Graeciae Romaeque Antiquae. Eyegate House, 1967. Distr. by Central Scientific Co. of Canada. 10 filmstrips, colour; 5 cassettes.

These filmstrips are identical to those used in the set, *Myths and Legends of Ancient Greece and Rome,* listed above, but the captions are printed in Latin on each frame and are also recorded in Latin on the tapes. This kit would be an interesting reinforcement for a reading approach to Latin. (I, S)

Our Heritage from Ancient Greece. Guidance Associates, 1969. Distr. by Longman Canada Ltd. Kit: 2 filmstrips, 2 phonodiscs.

This audiovisual survey of ancient Greek culture features the Trojan War, the epics of Homer, the Olympic Games, Delphi, Athenian democracy, the Acropolis, Greek drama, and the life and ideas of Socrates. (I)

Our Heritage from Ancient Rome. Guidance Associates, 1970. Distr. by Longman Canada Ltd. Kit: 2 filmstrips, 2 phonodiscs.

The first of the two filmstrips offers a survey of Roman history from the beginnings to the fall of the Empire in the fifth century AD with brief glances at Roman law, the Colosseum, and the Baths of Caracalla. The second filmstrip concentrates on the cultural and technological achievements of the Romans. (I)

People of Other Days. Visual Publications, 1966. Distr. by McIntyre Educational Media. 4 filmstrips, colour.

The setting for the filmstrips is Roman Britain. All four use drawings rather than photographs of ruins or artefacts. They would appeal more to elementary than secondary school students. (J, I)

Titles:
The Roman City
The Roman Villa
Roman Roads
Roman Forts and Walls

People of Other Days. Visual Publications, 1971. Distr. by McIntyre Educational Media. 2 filmstrips, colour.

Original drawings are presented in this simplified survey of Greek life, customs, and institutions. The approach is suited to elementary school students. (J, I)

Titles:
Life in Ancient Greece – 1
Life in Ancient Greece – 2

Roma Antiqua. Encyclopaedia Britannica Educational Corporation, 1967. Distr. by Visual Education Centre. 5 filmstrips, colour.

This is the Latin version of the series *Ancient Rome*, mentioned previously. It was designed specifically for the Artes Latinae program of the same publisher, but would be most useful for classes using a different approach. (I, S)

Titles:
Architectura Roma
Magnae Res Gestae Imperii Romani
Gaius Julius Caesar – Vir Reipoliticae
Vita Romae Antiquae
Duo Pueri Romae Antiquae

Rome: The Eternal City. Life, 1963. Distr. by School Book Fairs, Toronto. 5 filmstrips, colour.

This series presents the history of Rome from the earliest times to 1870. The first three filmstrips especially would be of interest to students of Latin or of classical civilization. (I, S)

Titles:
Rome, Part 1: Kings and Consuls
Rome, Part 2: The Emperors
Rome, Part 3: The Early Christians
Rome, Part 4: The Renaissance
Rome, Part 5: 1600-1870

Splendor from Olympus. EMC, 1971. Distr. by Marvin Melnyk Associates. Kit: 2 filmstrips, 10 cassettes, map, teacher's guide.

The filmstrips and two of the tapes offer an introduction to Greek mythology and emphasize its continuing influence on our culture. The remaining eight tapes present dramatizations of seven of the best-known myths. An interesting feature is a set of spirit duplicator masters for use in connection with a contract approach to independent study. (J, I)

The Epic of Man. Life, 1958. Distr. by School Book Fairs. 3 filmstrips, colour.

These three strips will be particularly useful as visual aids for an archaeological study of the civilizations of Crete and Homeric Greece. (I, S)

Titles:
The First European Civilization – Crete: the Minoan Age
The First European Civilization – Crete: Palace of Minos
Great Age of Warriors: Homeric Greece

The Great Myths of Greece. Encyclopaedia Britannica Educational Corporation, 1972. Distr. by Visual Education Centre. Kit: 4 filmstrips, colour; 4 records or cassettes, guide.

The drawings are beautiful and imaginative. The tone of the narration may be more suitable for elementary than for secondary school students. (J, I)

Titles:
An Introduction to Greek Mythology and The Myth of Narcissus
Demeter and Persephone
Phaeton
Orpheus and Eurydice

The History of Western Art. No. 4: Art in the Greek World. Visual Publications, 1963-1966. Distr. by McIntyre Educational Media. 6 filmstrips, colour.

There is a guide for each strip and a general introduction. (I, S)

Titles:
Cycladic and Minoan
Myceanean-Magna Graecia
The Hellenistic Peroid
The Etruscans

The History of Western Art. No. 5: Roman Art. Visual Publications, 1966-1970. Distr. by McIntyre Educational Media. 5 filmstrips, colour.

These filmstrips present a survey of Roman art under the headings: *City and Temple, Arch and Theatre, Structures, Pompeii,* and *Sculpture, Painting and Mosaic.* (I, S)

The Living Legacy of Greece and Rome. Eyegate House. Distr. by Central Scientific Co. of Canada. Kit: 4 filmstrips, colour; 2 cassettes, 2 time lines.

This kit offers a survey of the civilization of Greece and Rome and a look at their continuing influence. The teacher's guide suggests many student activities that could be inspired by the filmstrips and commentary. (I)

Titles:
The Greeks and Their Gifts
Ancient Rome Lives Again
Rome Then and Now
The Heritage of Ancient Rome

The Roman Way of Life. Society for Visual Education, 1965. Distr. by Educational Film Distributors. Kit: 4 filmstrips, colour; 2 cassettes, guides.

This series draws upon examples from different parts of the Roman world. (I, S)

Titles:
The People of Rome
The Religions of Rome
Roman Architecture and Art
The Roman Communities and Homes

What to Look for in Greek Tragedy. Eyegate House, 1972. Distr. by Central Scientific Co. of Canada. 5 filmstrips, colour; 5 cassettes.

This series constitutes an elementary introduction to Greek tragedy. Each cassette presents a lecture to accompany the filmstrip. (I, S)

Titles:
The Greek Theatre
Aristotelian Tragedy
Oedipus Rex
Electra
Antigone

Filmstrips – individual

Ancient Athens. Norstedts Bildband. Distr. by Carman Educational Associates. 35 mm, colour.

This strip consists of photographs of the major ruins of Athens (excluding those on the Acropolis) and the principal reconstructions (including the Portico of Attalus II and the Odeum of Herodes Atticus). (I, S)

Ancient Rome. Norstedts Bildband. Distr. by Carman Educational Associates. 35 mm, colour.

Photographs of most of the better-known buildings and monuments of ancient Rome are included in this filmstrip. (I, S)

Athens. Life. Distr. by School Book Fairs. 35 mm, colour, 1952.

This filmstrip presents photographs of the remains of the principal monuments of ancient Athens and a few vase-paintings, steles, and reliefs. Some old drawings of the Acropolis during the Turkish occupation are of special interest. (J, I, S)

Early Civilisation. Man and His Environment Series. G.B. Film Library. Distr. by Carman Educational Associates. 35 mm, colour.

Pictures taken at Paestum, Taormina, Pompeii, Herculaneum, and Rome illustrate temples, ampitheatres, streets, houses, shops, and fora. (I, S)

Greece. Norstedts Bildband. Distr. by Carman Educational Associates. 35 mm, colour.

Though its subject is modern Greece and its economy, this filmstrip also throws some light on the ancient Greek way of life. It would provide useful background information for student groups planning to visit Greece. (I, S)

Greek Theatre. The History of the European Theatre Series, 1. Visual Publications. Distr. by McIntyre Educational Media. 35 mm, colour, 1971.

Aspects of Greek theatre are illustrated from ancient vases, mosaics, terracottas, and reliefs. The source of drama in religious festivals is noted and the conventions of staging, costumes, and theatre design are described. The teacher's guide is especially informative. (I, S)

Life in Ancient Greece. The Ancient World Series. Common Ground. Distr. by Carman Educational Associates. 35 mm, colour, 1954.

This filmstrip surveys Greek religion, festivals, trade, the city-states, and education. (J, I)

Life in the Roman Empire. The Ancient World Series. Common Ground. Distr. by Carman Educational Associates. 35 mm, colour, 1958.

This sequel to *The Growth of Rome* includes a view of imperial defence, travel, architecture, entertainment and religion. (I, S)

Plato: Father of Philosophy. From Men Who Made History, Series 1. Encyclopaedia Britannica Educational Corporation. Distr. by Visual Education Centre. 35 mm, colour.

This would make an interesting though very elementary introduction to Plato for Intermediate Division students. (I)

Pompeii. Norstedts Bildband. Distr. by Carman Educational Associates. 35 mm, colour.

The student is taken on a tour of Pompeii that includes a number of the best-known public buildings, houses, streets, and murals. (I; S)

Roman Theatre. The History of The European Theatre Series, 2. Visual Publications. Distr. by McIntyre Educational Media. 35 mm, colour, 1971.

This filmstrip, like that on Greek theatre, draws many of its illustrations from artefacts. It traces Roman theatre to Etruscan and Campanian sources and describes how it was influenced by Greek drama. Particular attention is given to the Greek New Comedy and the plays of Plautus and Terence. An excellent teacher's guide is included. (I, S)

The Acropolis. Norstedts Bildband. Distr. by Carman Educational Associates. 35 mm, colour.

A general view of the Acropolis is followed by sequences that concentrate on the Propylaea, the Temple of Nike, the Erechtheum, and the Parthenon. (J, I, S)

The Dawn of Democracy in Ancient Greece. Man Learns to Govern Himself Series. Eyegate House. Distr. by Central Scientific Co. of Canada. 35 mm, colour, 1969.

This elementary glance at the Greek form of democracy is aimed at students about ten to thirteen years of age. (J, I)

The Glory That Was Greece. Old World Backgrounds of American History Series. Eyegate House. Distr. by Central Scientific Co. of Canada. 35 mm, colour, 1969.

This survey of the Greek contribution to Western civilization is aimed at elementary school students. Original drawings of monuments and artefacts are used, rather than photographs. A taped commentary is available in cassette form. (J, I)

The Grandeur That Was Rome. Old World Backgrounds of American History Series, 37E. Eyegate House. Distr. by Central Scientific Co. of Canada. 35 mm, colour, 1969.

This companion filmstrip to *The Glory That Was Greece.* surveys Rome's contribution to Western civilization. (J, I)

The Growth of Rome. The Ancient World Series. Common Ground. Distr. by Carman Educational Associates. 35 mm, colour, 1955.

This survey of Roman history and civilization up to the time of the assassination of Julius Caesar offers a starting point for further research on the Roman way of life under the Republic. (I, S)

The Roman Occupation: Weapons. Lucas-Dean Films. Distr. by Carman Educational Associates. 35 mm, colour.

This filmstrip on Roman weapons and armour would provide useful information to students preparing a presentation on Roman warfare. (I, S)

The Roman Occupation: Fortifications. Lucas-Dean Films. Distr. by Carman Educational Associates. 35 mm, colour.

This filmstrip depicts Roman fortifications in Britain such as the forts and mile-castles along Hadrian's Wall and the well-preserved fort at Portchester. (I, S)

The Struggle for Freedom in Ancient Rome. Man Learns to Govern Himself Series. Eyegate House. Distr. by Central Scientific Co. of Canada. 35 mm, colour, 1969.

This filmstrip concentrates on the development of the republican form of government in Rome and on the struggle of the plebeians for representation and justice. It would be suitable only for elementary school students. (J, I)

Audiocassettes and records

Antigone and the Greek Theatre. Scott, Foresman and Co., 1967. Distr. by Gage Publishing Ltd. Kit: 3 records (33 1/3 r.p.m.); 1 filmstrip, colour.

The first two records present a performance of Sophocles' *Antigone* translated by Kitto and performed by the University Theatre of the Department of Dramatic Art, University of California, Berkeley. The third record includes excerpts from Anouilh's *Antigone* and a commentary for the filmstrip on the Greek theatre. (I, S)

The Beginnings. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distr. by Educational Film Distributors. Audiorecord: 2 cassettes.

The cassettes present a dramatized version of various myths under the headings The Cosmogony, The Almighty Zeus, The Lesser Gods, and The Immortals of Olympus. Because of the tone of the dramatizations they would probably be most appropriate for elementary school students. (J, I)

Great Gods and Heroes. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distr. by Educational Film Distributors. Audiorecord: 2 cassettes.

This set includes the stories of Hercules and Atlas, Prometheus, Perseus and the Gorgon's Head, and Theseus and the Minotaur. (J, I)

Tales of Adventure. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distr. by Educational Film Distributors. Audiorecord: 2 cassettes.

These dramatizations include the stories of Daedalus and Icarus, Pegasus and Bellerophon, Phaeton and Apollo, and Jason and the Golden Fleece. (J, I)

Myths of Wonder. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distr. by Educational Film Distributors. Audiorecord: 2 cassettes.

The myths presented on these cassettes are King Midas and the Golden Touch, Epimetheus and Pandora, the Judgement of Paris, and Castor and Pollux. These dramatizations would be mainly suited to elementary school students. (J, I)

Videotapes

O.E.C.A. Television Programs

The Ontario Educational Communications Authority has produced a number of programs of interest to students of classics. Videotapes of several of these programs are available through VIPS (Videotape Program Service). For information, consult the most recent VIPS catalogue and its supplements. Any enquiries should be addressed to: VIPS Distribution, O.E.C.A., Canada Square, 2180 Yonge Street, Toronto, Ontario. M4S 2C1.

The Rose and the Sun. Pindar: The Seventh Olympian. Instructional Media Centre, University of Toronto. Distr. by Software Development Canada. 32 min., b/w, 1971.
Videocord: 1 tape.

A panel discussion of the *Seventh Olympian Ode* is interspersed with visuals that present the archaeological and cultural background needed for an appreciation of the ideas and imagery of the ode. The poem is read in Greek but passages in English translation are read over the Greek. (S)

Study prints

The following prints are published by Encyclopaedia Britannica. They measure 13″ x 18″ and feature pictures of ancient monuments in their present state, with overlays showing the building as they originally appeared. They are available from the Visual Education Centre, Toronto. (J, I. S)

Historical Reconstructions of Ancient Greece.
This set includes eleven prints and a study guide.

Historical Reconstructions of Rome.
This set includes pictures of seven buildings and a study guide.

Historical Reconstructions of Pompeii.
This set includes four illustrations and a study guide.

Miscellaneous Resources

Dig (kit). Available from: Interact, P.O. Box 262, Lakeside, California, 92040, U.S.A.

This inexpensive kit simulates in detail the conditions and procedures of an archaeological dig and enables students to construct hypothetical cultures. It is appropriate for students of the Intermediate and Senior divisions. (I, S)

A House of Ancient Greece (kit). Available from: American Science and Engineering, 20 Overland St., Boston, Mass., 02215, U.S.A.

This large kit consists of replicas of artefacts of the type found in a house excavated in Olynthus. It is intended for group work. Students are required to make, verify, and modify hypotheses as to the nature and function of the artefacts. The kit includes additional photographs, books, research guides, two filmstrips, and suggestions for the teacher. Although probably too expensive for purchase by an individual school, it could be purchased by a school board and made available to all elementary and secondary schools within the system. (J, I, S)

Life Educational Reprints. Time, 1962. Distr. by School Book Fairs.

Titles:
Greece: The Birth of Reason. Reprint No. 3
Rome: The 1300 Years. Reprint No. 5
Greece: Myths, Gods, and Heroes. Reprint No. 14
Rome: Lively Hub of the Empire. Reprint No. 16
Greece: The Golden Age. Reprint No. 66
Greece: Pride and Fall. Reprint No. 67
Rome: Julius Caesar, Flawed Genius. Reprint No. 70

The above reprints provide valuable material for various classical studies projects. (J, I, S)

Museum Replicas. Available from the Visual Education Centre.

Titles:
History of Writing (17 pieces)
Bronze Age (24 pieces)
Etruria and Rome (21 pieces)
Ancient Egypt (13 pieces)
Greece and Crete (14 pieces)

The above kits contain reproductions of artefacts from various museums. They are rather expensive (currently about $100.00) but could be purchased by a school board and used throughout the system. (I, S)

American Classical League Service Bureau

This service organization offers a wide variety of inexpensive books, pamphlets, and posters useful for the teacher of classics. A list of available material can be obtained by writing to: American Classical League, Miami University, Oxford, Ohio, 45056, U.S.A.

Distributors of Audio-Visual Materials

BBC Film Sales
135 Maitland Street
Toronto, Ontario
M4Y 1E5

Carman Educational Associates Ltd.
8074-A Islington Avenue
Pinegrove, Ontario
L0J 1J0

Central Scientific Co. of Canada Ltd.
2200 South Sheridan Way
Clarkson, Ontario
L5J 2M5

Columbia Broadcasting System
2 Carlton Street
Toronto, Ontario
M5B 1J3

Coronet Instructional Media Ltd.
200 Steelcase Road East
Markham, Ontario
L3R 1G2

Educational Film Distributors Ltd.
285 Lesmill Road
Don Mills, Ontario
M3B 2V1

Educational Progress Co. Ltd.
1160 Blair Road
Burlington, Ontario
L7M 1K9

Gage Publishing Ltd.
164 Commander Blvd.
Agincourt, Ontario
M1S 3C7

Holt, Rinehart and Winston of Canada Ltd.
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

International Tele-Film Enterprises
47 Densley Avenue
Toronto, Ontario
M6M 5A8

Longman Canada Ltd.
55 Barber Greene Road
Don Mills, Ontario
M3C 2A1

McIntyre Educational Media Ltd.
86 St. Regis Crescent North
Downsview, Ontario
M3J 1Z3

Marlin Motion Pictures Ltd.
47 Lakeshore Road East
Port Credit, Ontario
L5G 1C9

Marvin Melnyk Associates Ltd.
P.O. Box 3500
Postal Station A
Willowdale, Ontario
M2N 5T5

National Film Board
1 Lombard Street
Toronto, Ontario
M5C 1J6

O.E.C.A.
Canada Square
2180 Yonge Street
Toronto, Ontario
M4S 2C1

Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough, Ontario
M1P 2J7

Bruce A. Raymond Co. Ltd.
2264 Lakeshore Blvd. West
Toronto, Ontario
M8V 1A9

School Book Fairs Ltd.
55 Six Point Road
Etobicoke, Ontario
M8Z 2X3

Software Development Canada
14 Blairwood Terrace
Scarborough, Ontario
M1W 1W8

Visual Education Centre
115 Berkeley Street
Toronto, Ontario
M5A 2W8

Identification No. 75-76/5135